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Ves Thomas
Carl Braun

The Canadian Spelling Program 6



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How to Study Your Words

You will already know how to spell some of the words in this book, but there might be some words that are hard for you. You will have to study these words carefully.

When you need to study a word, use these steps:

1. Look at the word, letter by letter, from beginning to end.
2. Say the word to yourself and listen carefully to the sounds.
3. Cover the word.
4. Write the word.
5. Check the spelling, letter by letter, with the word in the list.

If you make a mistake, notice where it is.

Did you leave out or add a letter? Was your pronunciation of the word clear? Did you misspell a part that has a regular or irregular spelling? Was your handwriting neat and clear?

Now do all the steps over again with the same word.

Symbols

Look at these symbols: /a/, /ē/, /är/, /k/. Symbols like these will be used in every unit. These symbols stand for sounds. For example, the symbol /a/ stands for the vowel sound you hear at the beginning of the word **apple**.

The vowel sound /a/ is spelled with the letter **a**.

flat
mess
fit
pot
dug
test
lift
sang
song
hung
tracks
contest
unless
visiting
hanging
address
then
when

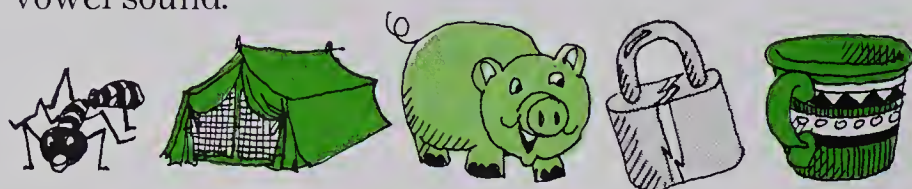
Pretest

How many words did you get right? If you misspelled a word, look at it carefully to see where and why you misspelled it. In your spelling record, list the words that you found difficult.



Study Helps

1. Say and write each picture word below.
Underline the letter that spells the short vowel sound.
Under each picture word, write the one-syllable list words that have the same short vowel sound. Say each word carefully as you write it.
In each list word, circle the letter that spells the short vowel sound.



2. Write the two-syllable list words in which you can hear both these sounds:



3. Say and write the list words in which **s** spells /s/.
Say and write the list words in which the letters **ss** spell /s/.
Say the list word in which you hear /z/.
What letter spells /z/?

4. Say the word **song**.
The word **song** ends in one special consonant sound.
How is it spelled?
Say and write the list words that have /ng/.
5. Say and write the word **flat**.
What two sounds do you hear at the beginning?
Circle the letters that stand for this "consonant blend."
Say and write the other list word that has an initial consonant blend.

Say and write the list words that have a final consonant blend.

6. Say the list words that have two or more syllables.
Write each of them in syllables.

For example: **con•test**

7. Say and write the list words that have the ending *ing*.
Write the base words.

8. Write the word **address**. Look at it.
Circle the double consonant letters.
Now say the word **address**. Notice that the vowel sounds are short.

Read these two sentences. Notice the two pronunciations of **address**. How are the pronunciations different? How are the meanings different?

1. I have lost her (ad' res).
2. Our principal will (ə dres') us tomorrow.

9. The dictionary pronunciations of some list words are given below. Say each word. Then write each word in its regular spelling. Remember that each *symbol* in the dictionary pronunciation represents just one *sound*. In regular spelling, however, one sound may be represented by more than one letter.

For example: /m/ /e/ /s/ — (mes) = **mess**

(traks)	(un les')	(ad' res)
(viz' it ing)	(kon' test)	(THen)

The short vowel sounds usually follow a regular spelling pattern.



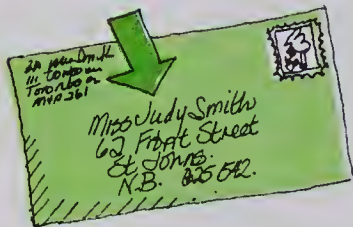
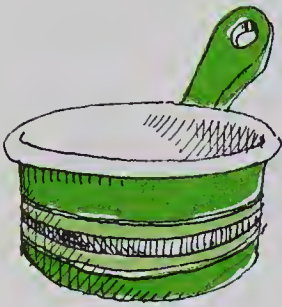
Extending Your Spelling Skills

1. Your teacher or classmate will dictate these sentences:

1. You will be late for the contest unless you hurry.
2. We will be visiting them when we get their new address.
3. Will you lift the pot and put it on the table?
4. The railway tracks could be seen for miles on the flat land.
5. You'll have to do your best in the test.

Proofread your sentences for spelling and punctuation.

2. Match these picture clues with list words:



3. Complete the following sentences using some of your own words and the list words in brackets.

1. I will not go with you _____. (unless address)
2. The survivors' hopes were raised _____. (when song)
3. First they dug up the chest _____. (then lift)
4. One sign of the storm was _____. (hanging tracks)
5. They sang _____. (contest flat)

Proofread your sentences for spelling.

4. Write more words by changing *only* the vowel letter in each of these words.

For example: **do** **g** **di** **g** **du** **g**

bet **fat** **sung** **lift** **moss** **tricks** **then**

5. Your friend has recently moved to another part of town. You are on your way to visit him/her in the new home when you realize that you have forgotten your friend's new address. Write three possible solutions to your problem.
6. Rewrite each of these sentences and replace the underlined word(s) with a list word that is a *synonym* (word that has a similar meaning).
 1. The house was built on level land.
 2. The stronger man won the fight.
 3. Our leader will talk to the club tomorrow.
 4. You have to raise your hands above your head.
7. Wonder Worm made some spelling mistakes in these sentences. Proofread Wonder Worm's sentences and rewrite them correctly in your notebook. Be sure to correct all the spelling mistakes.

Proofread your sentences for spelling.



1. We'll be viziting them wen the fog lifst.
2. Unless you hurry, you'll be late for the contets.
3. The adres was hard to remeber.
4. The animal left its traks besid the stream.

Unit Test

How many words did you spell correctly on this test?
Which words gave you problems?
Be sure to record your score.

plain
save
skate
prize
dive
clear
gear
grain
laying
staying
sweet
wheels
trains
agreed
vampire
escape
stayed
against

Pretest

How many words did you get right?
Write the words you found difficult in your spelling record.
Study these words first.



Study Helps

1. Read this sentence. Listen for the long vowel sound in each underlined word.

Three brave sheep stayed by the side of the stream
and ate our grain.



Say and write the words in which you hear /ā/, /ē/ and /ī/.

Underline the letters that spell these vowel sounds.

Write the list words in which you hear /ā/, /ē/ and /ī/.

Circle the letters that spell these vowel sounds.

2. Say and write the word **clear**.

Listen for the /ē/ + /r/ sound combination.

Which letters spell /ēr/?

Say and write the other list word that has /ēr/.

Underline the letters that spell /ēr/.

3. Say and write the word that means "an imaginary creature believed to feed on blood."

Listen for the vowel + r sound in the second syllable.

Notice that /īr/ is spelled with the letters **ire**.

4. Write the base word of each of these list words:

laying
agreed

staying
stayed

wheels
trains

5. Say and write the word **escape**.

How many syllables are there?

Which syllable is stressed?

Look at its pronunciation: (es kāp')

Say and write the other two list words in which the second syllable is stressed.

6. Write list words that rhyme with these picture words.
Remember that rhyming parts have the same ending sounds, but may have different spellings.



7. Say and write the list words that have an initial consonant blend.

Circle the consonant blend letters.

8. How do you pronounce **against**?

Some people say (ə genst') and some (ə gānst').

Whichever way you say it, remember it is spelled **against**.

Remember: **against** = again + st

9. Say and write the list words in which you hear /s/.
Circle the letter that spells /s/.

Say and write the list words in which you hear /z/.

How is /z/ spelled in each of these words?



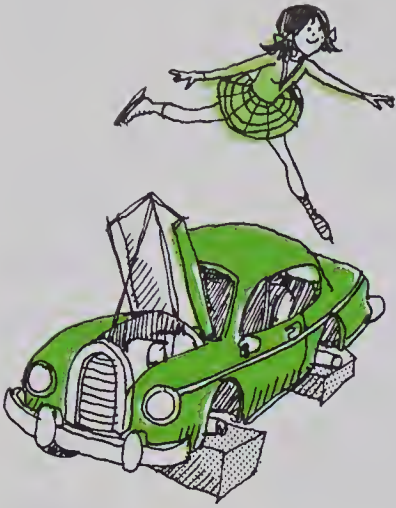
A long vowel sound can be spelled in different ways:

/ā/ pail save stayed

/ē/ clear wheels

/ī/ dive

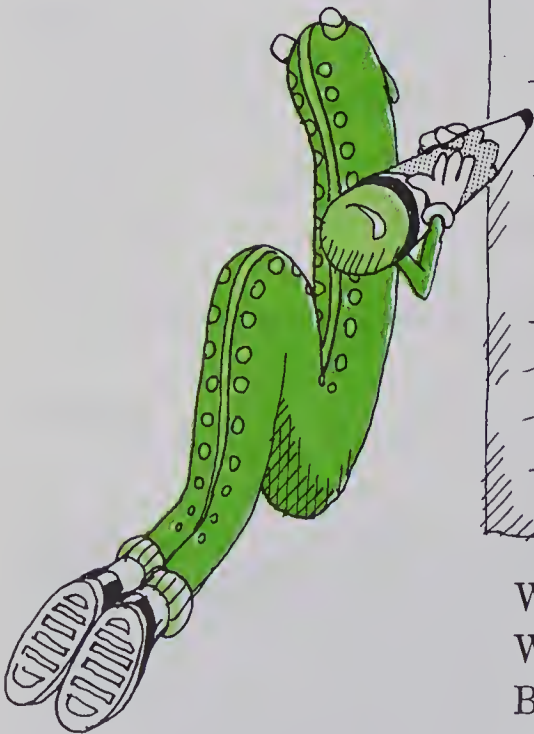
Extending Your Spelling Skills



1. Combine each pair of short sentences into one good sentence.
 1. I skate well. I dive well.
 2. Did he escape? Was it on the train that just passed?
 3. That old car needs a new gear. That old car needs two new wheels.
 4. I stayed. It was against my will.
 5. I agreed. The prize was to be shared by all.

2. Wonder Worm is writing again, but has left out some words this time.

Help Wonder Worm find the missing list words and then write the sentences correctly in your book.



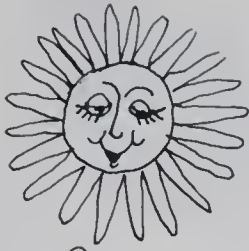
I was _____ on my cousin's farm. It was late and dark, and we had just brought in the _____ from the fields. I was taking a rest in the hayloft when I heard the sound of rumbling _____. It sounded as though ten _____ were moving very fast. Then all of a sudden, the noise stopped.

What do you think happened?

Write a few sentences to complete this story.

Be sure to proofread your work for spelling, punctuation and capitalization.

Exchange stories with your friends.



3. Complete each of these words with vowel letters that will spell a long vowel sound.

esc__p__

al__v__

pr__z__

pl__n

wh__t

cl__r

gr__t

ch__p

sk__t__

br__d

dr__p__

pr__d__

4. A word may be used in different ways or even have two different meanings.

For example: **The sky was clear when they began to clear the bush.**

What are the meanings of **clear** in the above sentence?

Use each of the following words twice in one sentence to show different uses or meanings. If you're not sure of the different meanings of a word, consult the *Mini-Dictionary*.



5. Rewrite each sentence by replacing each underlined word with a list word of similar meaning. If you're not sure of the meaning of the underlined words, check with a dictionary.

1. They consented to take part in the contest.
2. "Fly, my friend, before it's too late," I shouted.
3. The water was as transparent as the air, so that we could see the sand at the bottom.
4. He tried to rescue the drowning man.
5. I value your suggestions very much.

Unit Test

How many words did you get right?

Did you misspell any words on the Pretest as well as on the Unit Test?

List the words you found difficult in your spelling record.

Be sure to record your score.

3

stolen
awoke
code
joke
badly
beard
hobby
goat
toast
sailing
case
fuzzy
study
laid
meal
paid
waited
board

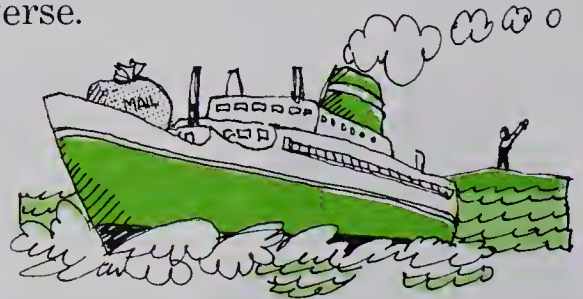
Pretest

How many words did you spell correctly?
Where did you make your mistakes?
Write these words in your spelling record.
Study them carefully.

Study Helps

1. Read the following verse.

The letter I wrote
Took a slow boat
On the foamy sea,
While eager Terry
Waited restlessly.



Say and write the words in which you hear /ō/.
Underline the letters that spell /ō/.

Say and write the words in which you hear /ē/.
Circle the letter or letters that spell /ē/.

Say and write the word in which you hear both /ō/ and /ē/.

2. Copy this chart in your book. Write the list words under the correct headings.

/ā/		/ē/		/ō/	
ai	a - e	ea	y	oa	o - e

3. Say and write all the list words that have the letters **oa**.

In which word do the letters **oa** not represent /ō/?

Say and write the word **board**.

What vowel + r sound combination do you hear?

We show the vowel + r sound in **board** like this: /ôr/
Underline the letters that spell /ôr/.

Look at these words and notice that /ôr/ may be spelled **or**, **oar** or **ore**.

cord born oar roar sore tore

4. Say and write the list word that has the ending *ing*.
Underline the base word.

Say and write the list word that has the ending *ed*.
Circle the base word.

5. Write a list word that is another form of each of these words:

steal

fuzz

pay

awake

lay

bad

6. Say and write the word **joke**.

What is the beginning consonant sound?

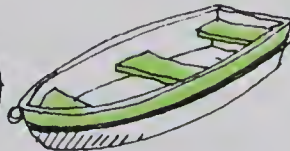
How is it spelled?

What letter spells /k/?

Say and write another list word in which **k** spells /k/.

Say and write the list words in which **c** spells /k/.

7. Say and write a list word that rhymes with each picture word.



8. Say and write the list words that have a double consonant. Circle the double consonant letters.



9. Say and write the two-syllable list words in which you can hear both these vowel sounds:

/o/ and /ē/

/ā/ and /i/

/a/ and /ē/

/u/ and /ē/

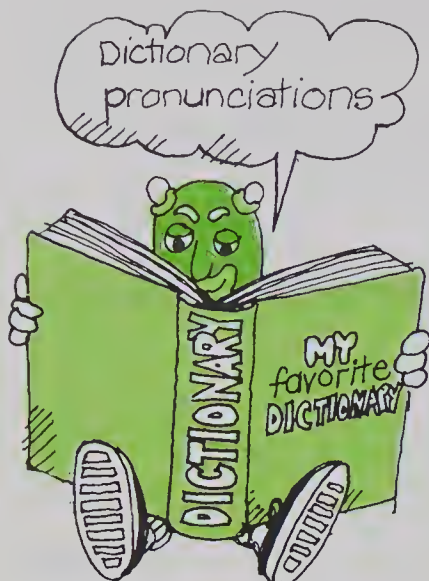
The long vowel sounds can be spelled in different ways:

/ā/ — sailing case

/ē/ — meal fuzzy

/ō/ — goat joke

Extending Your Spelling Skills



code (kōd) 1 a collection of the laws of a country.
2 any set of rules: A traffic code contains rules for driving *n*.

hob·by (hob'ē) something a person especially likes to work at or to study but which is not his main business: *Growing roses is our doctor's hobby. n.*

hat, āge, fār; let, ēqual,
tērm; it, ice, hot, ōpen,
ōrder; oil, out; cup, pūt,
rūle, ābove, takēn, pencēl,
lemān, circās
ch, child; ng, long; sh, ship
th, thin; ʔh, then; zh,
measure

1. A dictionary helps you to find out how to *pronounce* words. The *pronunciation* is given in brackets immediately after the entry word.

Look at the dictionary entries on the left. Notice that in the pronunciations, symbols are used to show *sounds represented by letters*. Each sound in a word has its own symbol, and that sound is always shown by the same pronunciation symbol. In regular spelling, however, one sound may be represented by more than one letter.

For example: /b/ /ē/ /r/ /d/ — (bērd) = beard

Write the pronunciation symbols for code and hobby. How are the pronunciations different from regular spelling?

In all dictionaries, all the symbols used in pronunciations are given in a pronunciation key. The complete pronunciation key is usually given at the beginning of the dictionary. But a short pronunciation key is given at least on every other page. When you're not sure what a pronunciation symbol stands for, look at the pronunciation key.

2. All vowel letters including *y* have been omitted from the words in these sentences. Rewrite each sentence with the complete words.



1. S__m__n__ h__s st__l__n __r
s__rf b__rd.
2. W__ w__r__ w__t__ng t__ g__
s__l__ng.
3. Th__ c__ld sm__ll t__st wh__n
th__ w__k__.
4. Th__ c__s__ f th__ m__ss__ng
g__t w__s __s__ t__ s__lv__.

3. Proofread Wonder Worm's sentences to see whether some letters have been left out. Rewrite the sentences correctly and underline the words to which you added one or more letters.



1. My bicycle was stole.
2. We pad three dollar for a cas of peache.
3. The were waitin for us when we awok.
4. The letter was writtn in cood.
5. Our old got ate all the scraps of tost.

4. How many words can you spell by changing only the final consonant letter in these words?
Remember not to change the vowel letter(s) or the vowel sound.

case paid goat code bad

5. Complete each rhyme with a line of your own.

She gave him a poke

What a boast

We fixed the wheel

He looks weird

Unit Test

How did you do on this test?

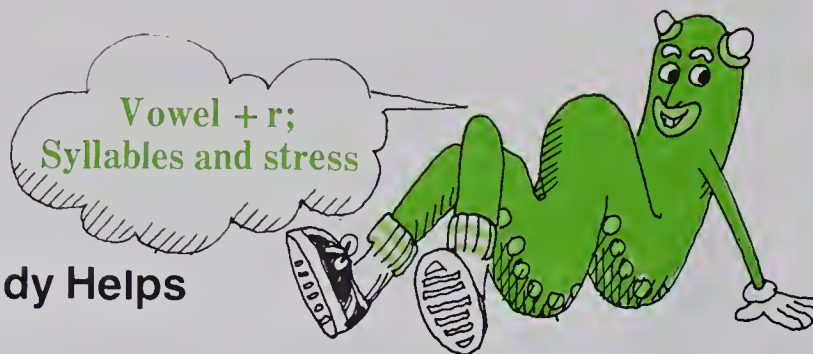
Did you misspell a word on both the Pretest and the Unit Test? Be sure to record your score.

4

army
forty
dirt
dirty
burn
burning
forever
hated
hunters
lobsters
players
butter
apartment
forward
shirt
turning
surprise
buried

Pretest

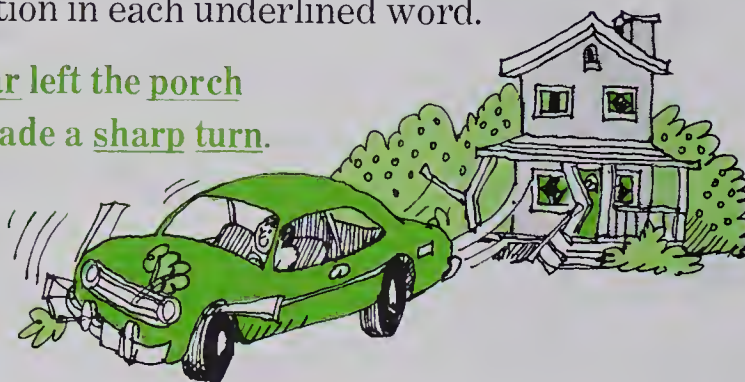
How many words did you spell correctly?
Which words did you find difficult? Why?
Write the words you found difficult in your spelling record.



Study Helps

1. Read this sentence and listen for the vowel + r sound combination in each underlined word.

The car left the porch
and made a sharp turn.



Say and write the words in which you hear /är/.

Say and write the word in which you hear /ër/.

Say and write the word in which you hear /ôr/.

In each of these words, circle the letters that spell the vowel + r sound combination.

Say and write the list words that have the vowel + r sound combination.

In each of these words, circle the letters that spell the vowel + r sound combination.

2. Say and write the list words that have a final /ē/.
Which letter spells the final /ē/?

3. Write the plural form of each of these words:

hunter lobster player

Which letter did you add to each of these words to write the plural form?

4. Say and write the list words that have a consonant blend.
Circle the consonant blend letters.

5. In words of two or more syllables, one syllable is pronounced with more *force* or *stress* than the other syllables.

Say and write the list words that have two or more syllables.

Say each word carefully and put in the stress symbol after the stressed syllable.

Circle the words that were stressed on the second syllable.

6. Say and write the word **forever**.

How many base words are there?

Say and write each base word separately. Now join them.

What do you call this kind of word?

7. Add the ending *ed* to each of these base words:

hate **bury**

What did you have to do when you added *ed* to a base word that ends in **e**? that ends in **y**?

Say and write the list words that have the ending *ing*. Write the base word of each.

8. Say and write the word **buried**.

Say the word again carefully.

Use the LOOK SAY COVER WRITE CHECK method to help you spell this word.

Special sounds made up of a vowel + r occur in many words. All vowel letters appear in the spelling of these special sounds, as in:

army forty dirt burn butter

Words of more than one syllable usually have one syllable that is *stressed* more than the others. This is shown with a *stress symbol* as in (fôr' tē).



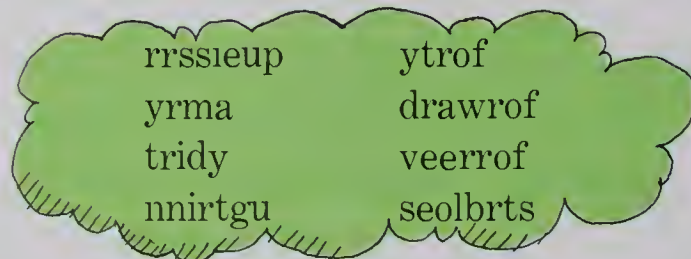
Extending Your Spelling Skills

1. Rewrite this paragraph by completing the words with letters that spell a vowel + r sound combination. Say the words carefully, and think which vowel letter will come before **r**.

There were f____ty miles of d____t road
bef____we would reach our ap____tment. It
seemed to take f____ev____. When we arrived, my
sh____t was d____ty and my face was b____ning.
Howev____, I rushed f____w____d to get to the
ap____tment bef____ the rest of the play____s
arrived.

Proofread your work. If you're not sure about the spelling of some words, check with a dictionary.

2. Unscramble these letters to write list words.



3. Copy these headings in your notebook and write each of the following words in the appropriate column.



/ər/	/ær/	/är/	/ôr/

firm	hurt	shirt	forty	army
dirt	forward	turn	church	sailor
party	squirt	apartment	board	surprise
fern	buried	burn	teacher	butter

Write the word that didn't belong in any of the columns.

Write the word that belonged to two columns.

4. Do you know the Picket Fence code?
Let us suppose your message is this:

MEET ME AT SIX

To encode (or write) your message, write it on two lines with every other letter on the lower line like this:

M E M A S X
E T E T I J

You will notice that an extra letter has been added to the bottom line; this is done to keep the lines even. Write the whole of the top line followed by the whole of the second line. Your message now looks like this:

MEMASXETETIJ

To decode (or read), divide the message exactly in half. Write the first half on one line and the second half underneath it on a lower line. Now take letters from the top and bottom lines alternately starting at the top.

Here is a message to decode.

MVFRADOTMLSEOEUNNITDRRAPSWRILBT
ROEOWRFRIEBFRTRIGNOITODASODSOSES

5. Say and write the list words that use the letter combinations below to spell the vowel + r sounds.

ar or ir ur er

6. Write some words that rhyme with these words:

shirt

turn

part

for

Unit Test

Compare your Pretest results with the Unit Test results. Were there any words you misspelled on both tests? If there were, be sure to record them. Record your score.

5

winning
tripped
tunnel
filled
collars
glasses
cottage
dragged
lakes
robbers
skates
letters
slammed
killing
waves
hiking
supper
grabbed

Pretest

How many words did you spell correctly?
If you made an error, find out what kind of error you made.
Write the words you found difficult in your spelling record.

Study Helps

1. Read the sentence below.
Listen for the short vowel sounds in the underlined words.

What happened to the paper message in the tiny bottle?



How many syllables do you hear in each underlined word?
Is the vowel sound short or long in the first syllable?
What do you notice about the spelling of the consonant sound that follows each short vowel sound in the first syllable?

For example: (mes' ij)—**message**

Say and write the list words that have the double consonant spelling pattern.

In each of these words, underline the short vowel sound and circle the double consonant letters.

2. Match each base word with an ending to spell a list word.

Base word		Ending
hike	glass	ed
fill	slam	
skate	lake	ing
win	drag	s
grab	collar	es
wave	trip	

Did you remember to double the final consonant in some base words before adding the ending?

3. Say and write the list words that have /ā/.
Underline the letters that spell /ā/.

4. Write matching list words for these pictures:



5. Find the missing syllables and write the list words in your notebook. Each blank stands for a missing letter.

rob• _____

sup• _____

win• _____

tun• _____

_____•tage

_____•ers

col• _____

_____•ing

6. Say and write the list words in which you see and hear a consonant blend.

Circle the consonant blend letters.

7. Write the plural form for each of these words:

collar

glass

lake

robber

skate

letter

wave

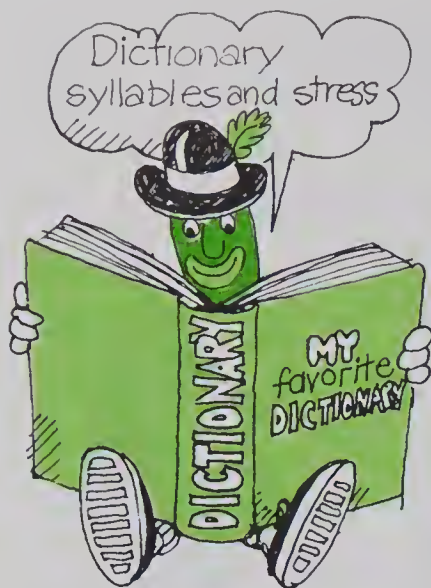
tunnel

What letter or letters did you have to add to each word to write the plural form?

Circle the word that was different.

When the first vowel sound of a two-syllable word is short, the consonant letter following that vowel sound is often double. For example: **tunnel** and **cottage**





cot•tage (kɒt'ij) 1 a house at a summer resort. 2 a small house. n.

cor•rect (kə rekt') 1 free from mistakes; true; right: *the correct answer*. 2 agreeing with a good standard of taste; proper: *correct manners*. 3 change to what is right: *Correct any errors before you hand in your paragraphs*. 1, 2 adj., 3 v.

Extending Your Spelling Skills

1. The dictionary helps you to find out how a word is divided into *syllables*. Look at the entry word cottage. Notice that the syllables have a dot between them.

Look at the *pronunciation* of cottage. Notice that the syllables have *spaces* between them. Compare the syllable break in the entry word and its pronunciation. Sometimes, the syllable break in the entry word is not the same as in its pronunciation.

For example: cor•rect (kə rekt')

Look at the pronunciation of cottage again. Notice the special symbol after the first syllable. This is called the *stress symbol*, and is placed immediately after the *stressed syllable*.

Which syllable of correct is stressed?

The pronunciation of some list words is given below. Say each word. How many syllables are there in each word?

(win'ing) (hīk'ing) (fild) (lāks)

2. What words are incomplete in Wonder Worm's report? Write the report in three sentences and complete each word.



*we were wi—ing the game
just as I tri—ed and broke
my gla—es before some—
one gra—ed me I sla—ed
into a fence and had to
be dra—ed away I felt
as though I were in a
deep tu—el and was fi—ed
with fear*

Be sure to check your writing for capitalization and punctuation as well as spelling.

3. Your teacher or classmate will dictate these sentences:



1. We grabbed the robbers by their collars.
2. Their letters were filled with funny stories.
3. The cottage had a secret tunnel that led to the lake.
4. I grabbed his glasses so he couldn't see the puck.
5. The strong waves slammed against the cliff.

Proofread your sentences for spelling.

4. Look through any book and make a list of two-syllable words in which a short vowel sound is followed by a double consonant. Avoid writing words that have the endings *ed*, *ing*, *es*, or *er*.

Underline the letter that spells the short vowel sound and circle the double consonant.

For example: pebble
follow
smggle

5. Write the following base words in your book. Add as many endings as you can to each base word to write its different forms. Wherever you have to, include the irregular form.

For example: **win** **wins** **won** **winning** **winner**

trip	drag	rob	slam
grow	mistake	feel	kill
skate	surprise	attack	hike

6. Write the list words in alphabetical order. Remember the procedure for words that begin with the same letter.

Unit Test

How did your Unit Test score compare with your Pretest score?

6

Looking Back

1. Look at your own Spelling Record to see which words you misspelled and the kinds of errors you made.

Use the LOOK SAY COVER WRITE CHECK method to study these words.

2. Complete these sentences with one-syllable list words (from Units 1—5) that have short vowel sounds.



1. He was lying _____ on his stomach.
2. Please _____ the heavy _____ from the stove.
3. We _____ our favorite _____ at the school concert.
4. The strong wind _____ the door shut.
5. He _____ his coat in the clothes closet.
6. The robbers _____ the sack that was _____ with money.



3. Complete the sentences with list words that have a vowel + r sound combination. Each blank stands for a letter.

20
× 2

Not just for today but f_____.

Two times twenty makes f_____.

To advance means to go f_____.

We had s_____ at their
a_____.

He wore his a_____ s_____.

The football p_____ were tired and
d_____.



4. Say each list word below. Then write it in its regular spelling.

(är' mē)	(traks)	(klēr')	(ad' res)	(stud' ē)
(sāv)	(fôr' tē)	(prīz)	(hīk' ing)	(stā' ing)

5. Complete this paragraph by filling in the blanks with list words. Use the sound clue beside each blank to write the matching list word. Check your paragraph to see that it makes sense.



We had just finished eating our _____ (/ō/) and were getting ready to go _____ (/ā/) in our new boat. We all _____ (/ē/) that we shouldn't waste the day _____ (/ā/) indoors. Suddenly, we heard screams coming from the beach. Was someone playing a _____ (/ō/)? We looked out of the window and saw a boy battling with the angry, rolling _____ (/ā/). We had to _____ (/ā/) the boy.

6. Your teacher or a classmate will dictate these sentences:

1. The doors of our cottage were slammed shut.
2. We dragged our things out of the burning apartment.
3. For supper, we had lobsters and toast.
4. I waited to escape from the tunnel.
5. What is the address of the place you are visiting?

Check your own spelling, punctuation and handwriting carefully.

7. Complete these list words. Each blank stands for a letter.

bu _ _ er	fu _ _ y	dra _ _ ed
unle _ _	ho _ _ y	gra _ _ ed
a _ _ re _ _	tri _ _ ed	ki _ _ ing
fi _ _ ed	co _ _ age	sla _ _ ed

What did you notice about the letters you wrote?

8. Complete each of these list words by providing the missing syllable. Write each completed list word in syllables. Say each word carefully and put in the stress symbol.

tun•_____

_____•gainst

es•_____

_____•len

vam•_____

for•_____•er

_____•prise

a•_____•ment

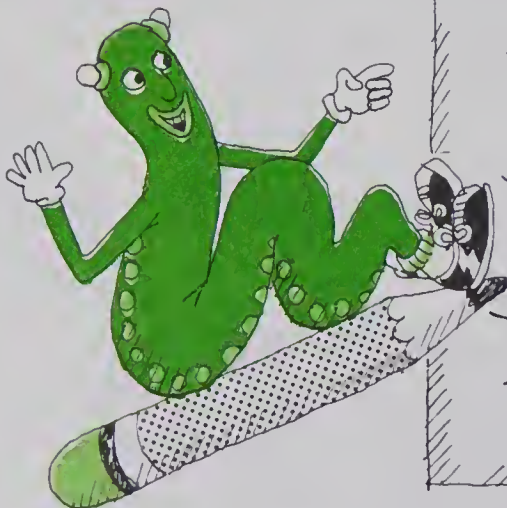
_____•woke

burn•_____

_____•greed

_____•ward

9. Wonder Worm is attempting to write a story beginning. But Wonder Worm has forgotten how to spell some words. Find Wonder Worm's errors and rewrite the story beginning correctly.



The detective found the apartment in a mess. Someone had just finshed a super of lobsteers. Toast filld the table.

"I'm too late," he said. "They have made there escape. Have they left traks? Can I find an adres? These glasses may be a clue."

Proofread your work for spelling and punctuation.

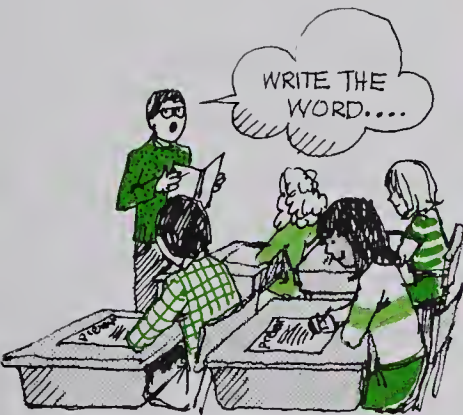
10. Write the following sentences in your book and replace the underlined words with list words that are synonyms.

1. We consented to go to the contest.
2. He tried to rescue the drowning child.
3. Their shoes were filthy.
4. Why are you always late?
5. Their accident was another example of careless driving.

11. Here is a Picket Fence code. Decode it and write the message in your book.

If you do not remember how to decode it, refer to Unit 4.

ECPTRUHERTUNLOWRAATETDRSSAEH
OGSCETNEFRADPRMNADES



12. Match these pictures with list words:



13. These sentences sound silly! But they won't be so silly if the letters of *one* word in each sentence are rearranged. Write the "incorrect" words in your book. Beside each "incorrect" word, write the correct word.

(HINT—the words are list words!)

1. We had forgotten about the stew in the top.
2. When she nags the song, the room is quiet.
3. The car raced down the tracks in top rage.
4. When the strain passed, you could feel the earth trembling.
5. What happened to your bushy bread?

Mathematics Words

perpendicular	statistics	estimate	perimeter
protractor	intersect	quantity	dimension
segment	arc	equilateral	equation
circumference	diagram	ratio	capacity

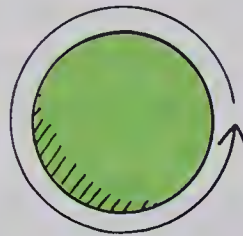
1. Write the list words that match these clues:

(i)



(viii) having all sides equal

(ii)



(ix) an amount

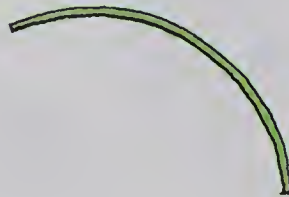
(x) calculate approximately

(iii)

1:3

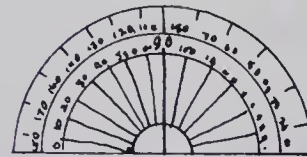
(xi) the total measurement of the sides of a rectangle

(iv)



(xii) one of the measurements of a building

(v)



(xiii) a section

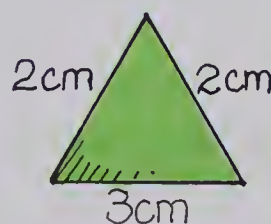
(xiv) cut or divide by crossing

(vi)

$$12 \div 4 = 3$$

(xv) the amount of room or space

(vii)



(xvi) numerical facts about people, business, and so on



2. Say and write the word **equation**.
 How many syllables are there?
 Which syllable is stressed?
 Look at its pronunciation: (i kwā' zhən)
 How is /i/ spelled?
 What letters spell /kw/?
 Say and write the other two list words that have /kw/.
 Say the word (ē' kwə lat' ə r ə l).
 What letter spells /ē/?
 How is /ə/ spelled in the unstressed syllables?
 Write the word again as you pronounce it carefully.

3. Say the word **circumference**.
 How many syllables are there?
 Which syllable is stressed?
 Look at its pronunciation: (sər kum' fər ə ns)
 How is /s/ spelled in the first syllable and the final syllable?
 Which letter spells /k/? Write the word.
 Say and write the other list word in which the letter **c** spells both /k/ and /s/.
 Say and write the other list words in which /k/ is spelled **c**.

4. Say and write the word **perpendicular**.
 How many syllables are there?
 Say the word again. Use the Study Method to help you learn this word.

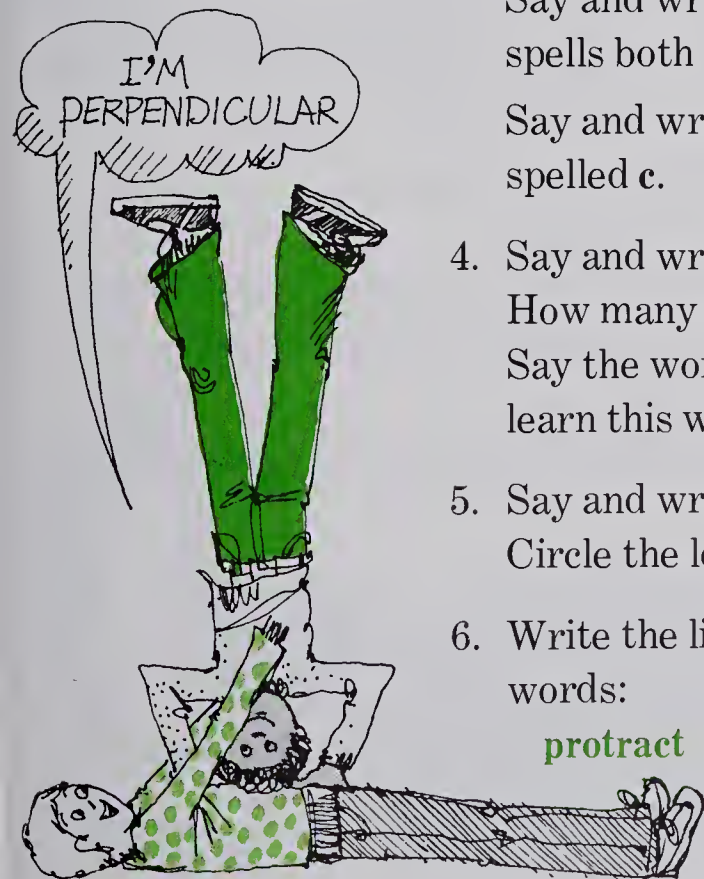
5. Say and write the word (dī' ə gram').
 Circle the letter that spells /ə/.

6. Write the list words that are formed from these base words:

protract

lateral

equate





stands
fires
shells
brakes
bottles
bunnies
puppies
monkeys
branches
sandwiches
fishes
potatoes
wolves
chairs
themselves
teams
doctors
months

Pretest

How many words did you spell correctly on this test?
List the words you found difficult in your spelling record.
Study these words.

Study Helps

1. Say and write these base words:

fire chair shell team brake month

How many syllables are there in each word?

Write the plural form of each word.

What letter did you add to each base word to make it plural? How many syllables are there in the plural forms?

2. Say and write these base words:

branch sandwich fish

How many syllables are there in each word?

Write the list word that is the plural form of each of these base words.

What letters did you add to each base word?

How many syllables are there in the plural form of each word?

When you add *es* to each of these base words to write the plural form, have you also added another syllable?

3. Say and write these base words:

bunny puppy monkey

Write the plural form of each of these base words.

How does the spelling change when you add *es* to a base word that ends in **y**?

Why does the spelling of **monkey** not change when *s* is added?

4. Say and write the word **wolf**.

What is the final consonant sound you hear?

Say and write the plural form of **wolf**.

What change did you make to the final consonant letter in **wolf** before adding *es*?

Say and write the list word that is the plural form of either himself or herself.

5. Write the plural form of **potato**.
What letters did you add to **potato** to write the plural form?
6. Say and write the list words that have a double consonant.
What do you notice about the vowel sound before the double consonant?
7. Say and write the list words in which you hear /ch/.
Say and write the list words in which you hear /sh/.
8. Say and write the word **months**.
What vowel sound do you hear?
How is it spelled?
9. Say and write these picture words:



10. Say and write the list words that have three syllables.
Circle the word that has the stress on the second syllable.
11. Write a list word that rhymes with each of these words:

hires spells tomatoes wishes

To change most base words to the plural, the ending *s* or *es* is added, as in shells and branches.

When a base word ends in *y*, usually the *y* is changed to *i* before adding *es*, as in bunny — bunnies.



Extending Your Spelling Skills

1. Write the plural form of each of these words:

dish	key	wolf	tomato	army
wish	turkey	leaf	potato	hobby
ditch	chimney	knife	cargo	study
match	monkey	thief	echo	puppy
address	journey	half	hero	bunny

2. Here is another Picket Fence code. Decode it and write it in your book.

Do you remember what you must do to decode it?

If you are not sure, refer to Unit 4.

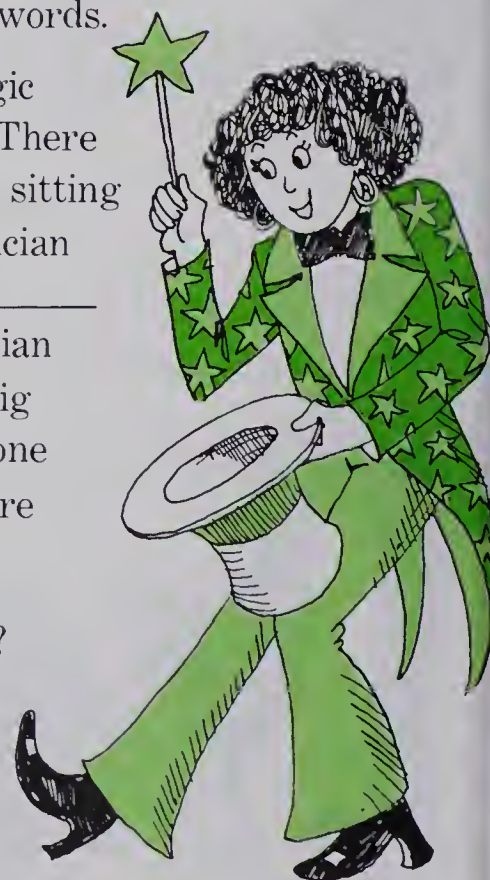
FRSAERKNUADOVSRCOIGNOIEHVBOEOTN
WLEAELSNINW

Exchange Picket Fence codes with your friends.

3. Write the following paragraph in your notebook. Fill in the blanks with list words.

We went to see a magic show at the county fair. There were hundreds of people sitting in the _____. The magician pulled both _____ and _____ out of her hat. The magician started _____ in some big _____. All of a sudden, one bottle dropped, and the fire spread quickly.

What do you think happened?
Finish the account.



4. Rewrite the sentences below changing each of the underlined words to the plural form. You will need to leave out some words in the sentences.

1. We saw a monkey, a puppy and a bunny at the zoo.
2. In the past month, Jack has added a fish and a branch of coral to his aquarium.
3. We need a chair, a sandwich, a potato chip and a bottle of pop for the party.

5. Write the list words that match these clues:

- rhymes with *lands*
- part of a car
- They grow under the ground.
- You find them on the beach.
- These animals live in the Canadian north.
- rhymes with *bears*

6. Read each pair of words.

Fill each blank with a list word *that belongs* to that pair.

For example: **sky: clouds** as **beach: shells**

hens: chicks; as **dogs: ____**

roosters: cocks; as **apes: ____**

sheep: flock; as **____ : pack**

flowers: plants; as **____ : furniture**

hours: day; as **____ : year**

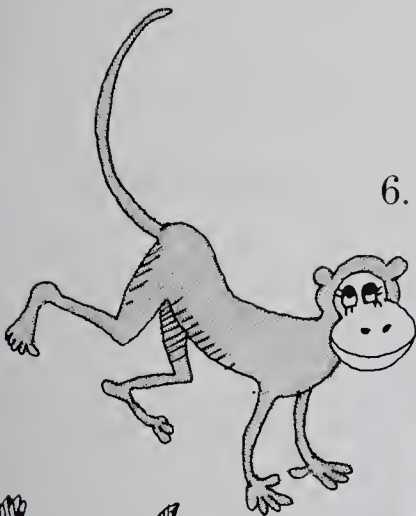
Unit Test

How many words did you get right on this test?

Which words did you find difficult?

Did you misspell a word on the Pretest as well as on the Unit Test?

Record your score.



helps
jumping
singing
skating
shining
shaking
meeting
burned
changed
puzzled
lovely
nearly
quietly
shouted
bored
boring
finally
especially

Pretest

How many words did you spell correctly on this test?

List the words you found difficult in your spelling record.



Study Helps

1. Write the list words that have the ending *ing*.
Write the base word of each.
Which base words were changed when the ending *ing* was added? What change was made?

2. Write the list words that have the ending *ed*.
Write the base word of each.
Which base words were changed when the ending *ed* was added? What change was made?

Say the list words that have the ending *ed*.

Write the words in syllables.

Underline the word in which the *ed* ending forms a separate syllable.

3. Say and write these words:

lovely nearly

Write the base word of each.

Read these pairs of sentences. What does each underlined word mean?

We love our school.

It was a lovely dress.

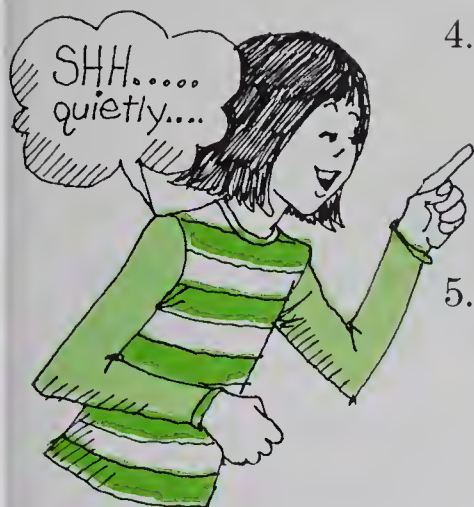
Let's sit near the fire.

I nearly dropped the dish.

Notice that sometimes the suffix *ly* is added to a base word to form another word of different meaning.

Say and write the other list words that have the suffix *ly*.

Say and write the base word of each of these words.



4. Say and write the word **quietly**.
Say and write its base word.
How many syllables do you hear in the base word?
What letters spell /kw/?
5. Say and write the list words in which you hear a vowel + r sound combination.
Circle the letters that spell the vowel + r sound combination.
6. Say and write the list words that have a double consonant. Circle the double consonant letters.
7. Say and write the word **especially**.
How many syllables do you hear?
Which syllable is stressed?
If you're not sure, check the pronunciation with the *Mini-Dictionary*.

Say the word again carefully and listen for /sh/ at the end of the second syllable. How is this sound spelled?
8. Say and write the two list words whose base word is **bore**.
9. Use these clues to write matching list words.

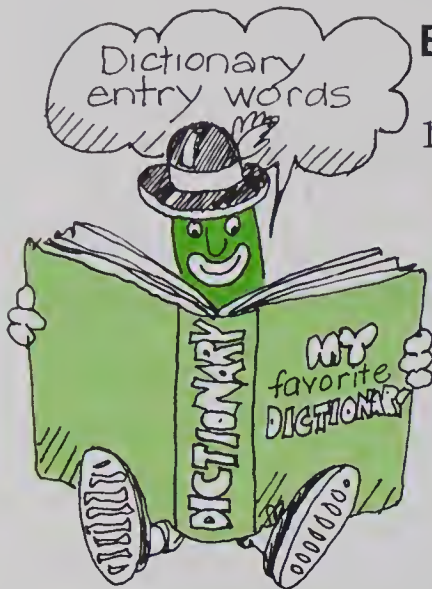


- another word for *almost*
- opposite of *loudly*
- the only four-syllable list word
- rhymes with *turned*
- opposite of *whispered*
- has /u/ that is spelled **o**
- has /ch/
- has /z/

The final **e** of a base word is dropped when an ending beginning with a vowel letter is added.

For example: skate + *ing* = skating
bore + *ed* = bored

Extending Your Spelling Skills



skate¹ (skāt) **1** a frame with a blade fixed to a boot or that can be fastened to a boot so that a person can glide over ice. **2** a roller skate. **3** glide or move along on skates. **1, 2 n., 3 v., skat-ed, skat-ing.**

Skate¹ came through Dutch *schaats* from an old French word *escache*, meaning 'stilt.'

1. Read this sentence:

I was skating on the frozen pond.

Suppose you wanted to look up the meaning of skating as used in the sentence above. Would you find skating as an entry word?

Look at the entry skate on the left. Does the entry give the meaning of skating as used in the sentence? Is skating part of the entry? Where?

Most entry words in a dictionary are *base words*.

If the word you want to look up in a dictionary has an ending, you must find the base word first.

How would you find the meaning of the underlined word in each of these sentences?

We participated in the games.

I wondered what she meant.

She expressed her opinion.

2. Proofread Wonder Worm's paragraph and write it correctly in your notebook.



It was a love day. The sun was shine bright. The children were sing as they skate. But what could have change my friend into such a bore person? When I shout to him, he walk away. I was puzzle.

What was wrong with Wonder Worm's friend?

Write the rest of the story.

Proofread your story for spelling, punctuation and sense.

3. In 1563, an Italian scientist named Porta published a book of codes. Here is a simple example:

A	B	C	D	E	F	G	H	I	J	K	L	M
N	O	P	Q	R	S	T	U	V	W	X	Y	Z

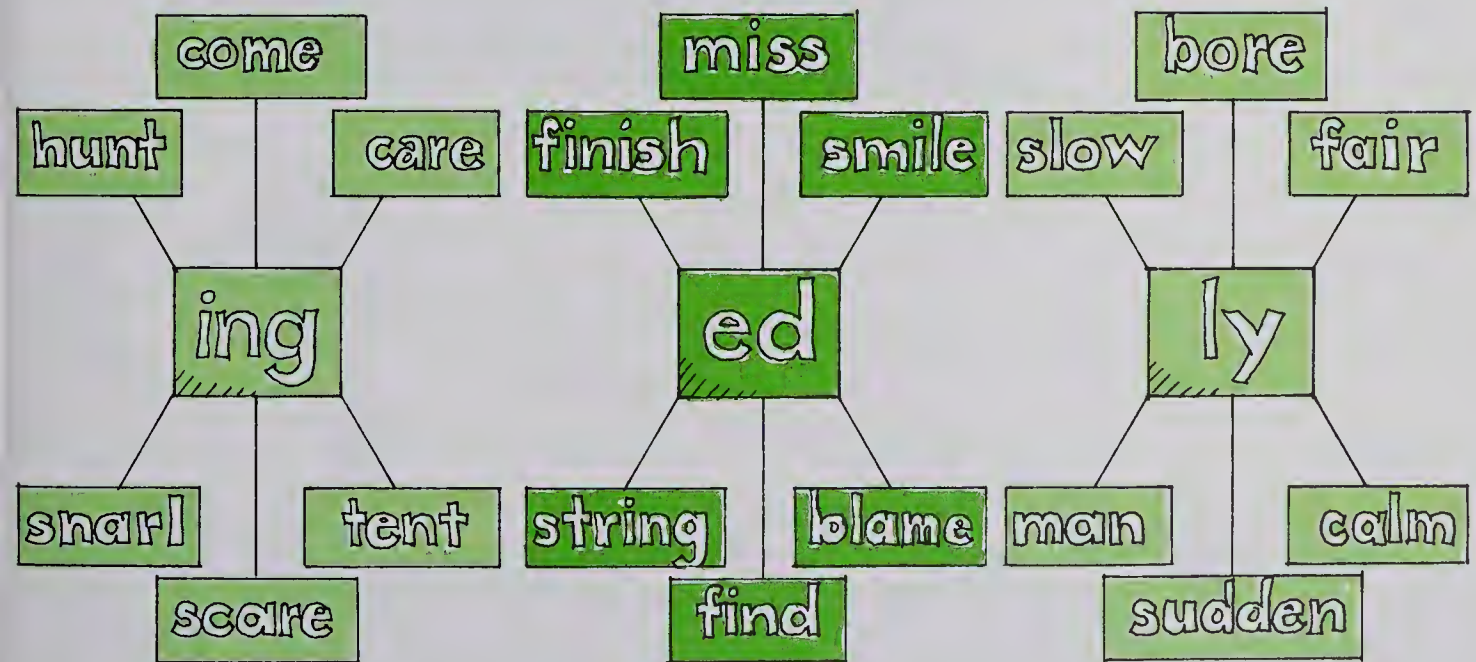
Do you see how the code is made up?

To encode, you substitute for each letter in your message the corresponding letter above it or below it; thus **A** is replaced by **N**, **O** by **B**, **C** by **P** and so on.

Decode this message and write it in your notebook. You will have to recombine the letters to form the words properly.

FXNGV ATZRR GVATP UNATR QGBFV
KZBAQ NLCYN AFSVA NYYLE RNQL

4. Write as many words as you can by adding the ending or suffix in the box to the words at the end of the lines. Be careful—the ending might not fit every word.



Unit Test

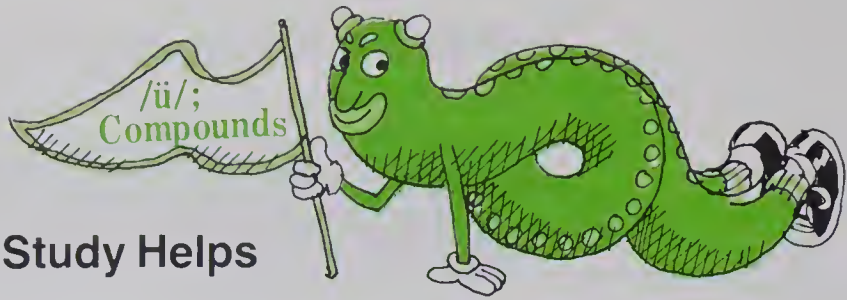
Did you do better on the Unit Test than on the Pretest?
Record your score.

sailboat
goldfish
homework
rainbow
someday
somewhere
classroom
yourself
ape
bait
broom
breeze
lead
lose
pipe
eaten
anyone
too

Pretest

How many words did you spell correctly on this test?

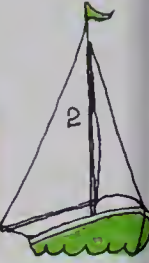
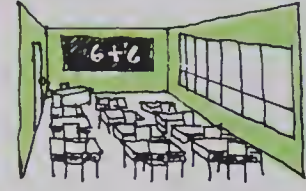
If you made spelling mistakes, find out why you made the mistakes.



Study Helps

1. Match each picture with a list word.

Write the words.



What are these words called?

How many base words are there in a *compound word*?

Write the base words of each picture word.

Say and write the other compound words in your word list. Beside each compound word, write the base words.

2. Write the list word that rhymes with each of these words:

drape	beaten	weight	sneeze
doom	through	bruise	type

3. Read this verse and listen for the vowel sound in each underlined word.

If we used a huge balloon
Could we reach the moon?
And will there be a school?
Or am I being a fool?



What vowel sound do you hear in each underlined word? Say and write the list words that have /ü/. Underline the letters that spell /ü/.

Say the word **lose**. Look at it. Write it.

There are few words in which /ü/ has the o-consonant-e spelling pattern as in **lose**.

Two of them are **move** and **prove**.

4. Say and write the list words in which you hear /ō/.
In each of these words, underline the letter or letters
that spell /ō/. List the ways in which /ō/ is spelled.
5. Say and write the list word that can be pronounced
either (lēd) or (led).

Read these two sentences. Notice the different
meanings and pronunciations for the word **lead**.

Will you (lēd) the way to the hide-out?

The pipes were made of (led).

6. Say and write the list word **breeze**.
What is the final consonant sound you hear?
How is it spelled?
Say and write the other list word in which you hear /z/.
Circle the letter that spells /z/.
Notice that /z/ can be spelled with either **s** or **z**.
7. Say and write the list words in which you hear both
these vowel sounds.

/a/ and /ü/

/ā/ and /ō/

/ō/ and /i/

/u/ and /ā/

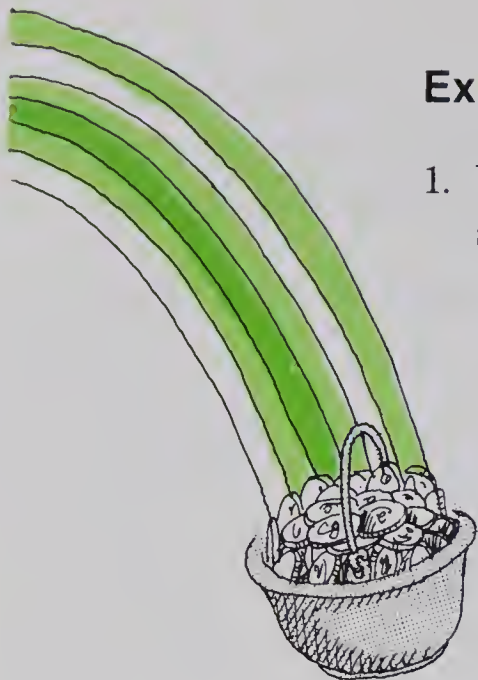
8. Say and write the list words in which you hear /u/.
How is /u/ spelled?

Remember

/ü/ can be spelled: **oo** as in broom

o-consonant-e in lose, prove and move

Compound words are made up of two base words, such
as **sail + boat = sailboat**.



Extending Your Spelling Skills

- Write a compound list word to complete each of these sentences:

- An old story tells about gold at the end of the _____.
- The teacher couldn't see _____ who hadn't done the _____.
- The principal said that the _____ was no place to keep _____.
- _____ I will sail my _____.
- Did you complete this puzzle all by _____?

- Write the compound words for these dictionary pronunciations.

(mid' nīt')

(sāl' bōt')

(land' skāp')

(hil' sīd')

(klas' rüm')

(sē' wēd')

(līf' bōt')

(hōm' wérk')

(sun' līt')

- Unscramble each word on the left. Then combine it with the base word on its right to spell a compound word. Write the compound words in your notebook.

atbske	ball
paple	pine
veery	thing
ybo	cow
eosm	body

wond	stairs
uontc	down
saft	break
ebul	bird

- Use the last syllable of each compound word as the first syllable for a new compound word. How many can you write?

network
 ↓
 workbook
 ↓
 bookworm
 ↓
 wormwood
 ↓
 wood _____

5. Your teacher or classmate will dictate this paragraph.

It was a lovely summer day. The sun was shining brightly. There was a breeze blowing over the lake. Mom said we could go for a sail in the sailboat. We took some bait so we could fish. We were puzzled when we saw a rainbow, but we knew there must be rain somewhere. We had a lovely day.

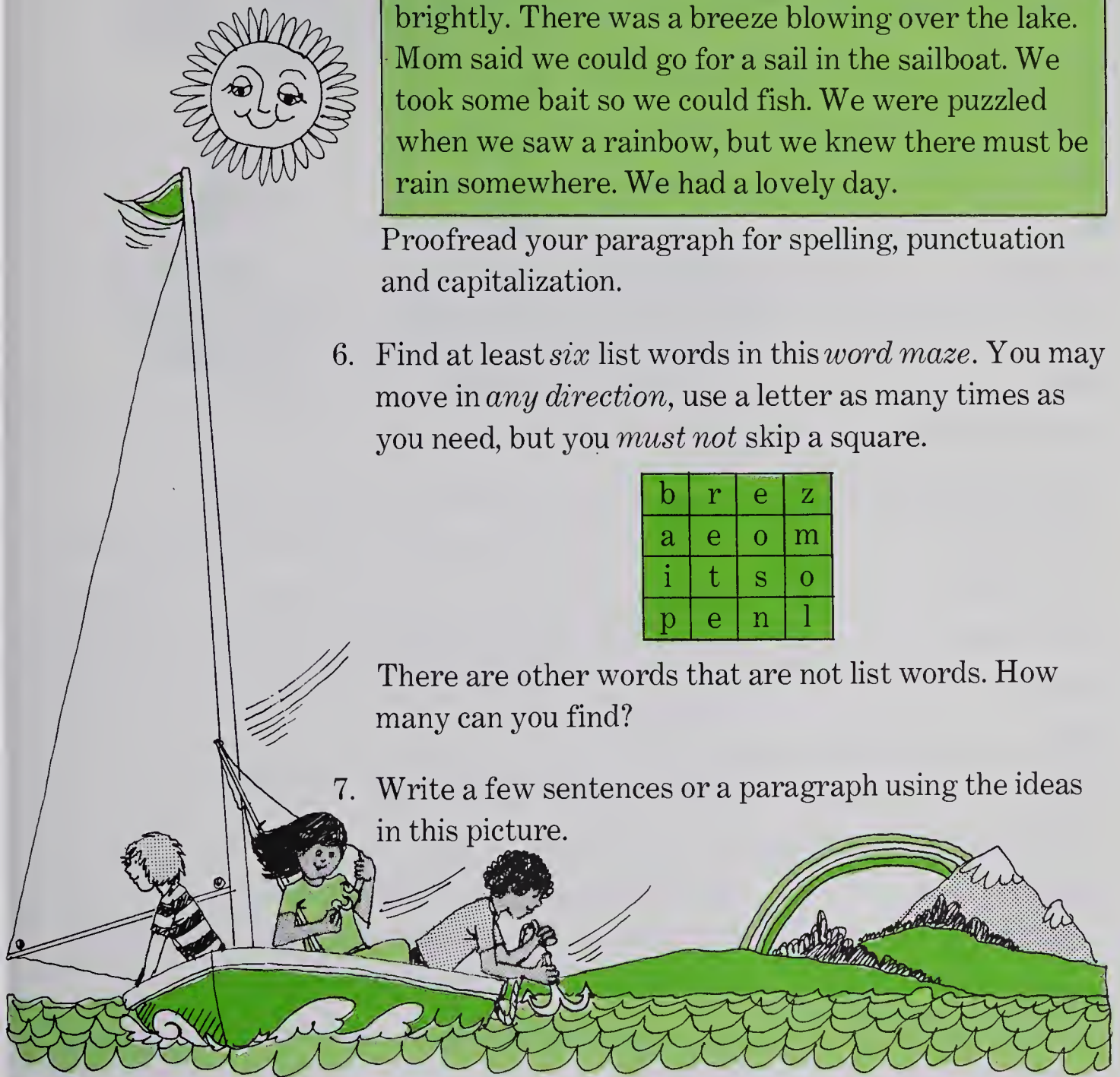
Proofread your paragraph for spelling, punctuation and capitalization.

6. Find at least *six* list words in this *word maze*. You may move in *any direction*, use a letter as many times as you need, but you *must not* skip a square.

b	r	e	z
a	e	o	m
i	t	s	o
p	e	n	l

There are other words that are not list words. How many can you find?

7. Write a few sentences or a paragraph using the ideas in this picture.



Proofread your work for spelling, punctuation and capitalization.

Unit Test

Did you get a perfect score?
Which words did you still find difficult?
Be sure to record your score.

dry
spy
pie
lie
buying
dried
flies
earthquake
motorcycle
airplanes
anywhere
bathroom
cross
crab
cost
carried
basket
except

Pretest

How many words did you spell correctly on this test?

Be sure to list the words you found difficult in your spelling record.



Study Helps

1. Read this verse. Listen for the vowel sound in the last word of each line.

I think I should try
A piece of this pie.
If it's good, I shall sigh,
Then another I'll buy!



What vowel sound do you hear in the last word of each line?

How is /i:/ spelled in each of these words?

Write the word in which the letters **ie** do not spell /i:/.

Say and write the list words in which you hear /i/. In each word, underline the letter or letters that spell /i/.

Say and write the list word in which the letters **ie** do not spell /i/.

List the ways in which /i/ can be spelled.

2. Say and write the word **basket**.
How many syllables are there?
What is the first consonant sound you hear in the second syllable? How is it spelled?

Say and write the other list word in which /k/ is spelled **k**.

3. Say and write the compound word **motorcycle**.
Write the base words.
What is the first consonant sound you hear in **cycle**?
How is it spelled?
What is the second consonant sound in **cycle**?
How is it spelled?

Say and write the other list words in which /k/ is spelled **c**.

Say and write the other list word in which /s/ is spelled **c**.

4. Write the list words that begin with a consonant blend as in **dry**. Circle the consonant blend letters.

5. Say and write the word **earthquake**.

Draw a line between the two base words.

Underline the letters that spell /èr/.

What are the first consonant sounds in **quake**?

How are they spelled?

What letter always follows **q**?

6. Say and write the compound list words.

In each compound word, draw a line between the two base words.

7. Say and write the word **except**.

How many syllables do you hear?

Which syllable is stressed?

Look at the dictionary pronunciation of **except**: (ek sept')

Say the word again and listen for /k/.

What letter spells /s/ in the second syllable?

Notice how it is spelled.

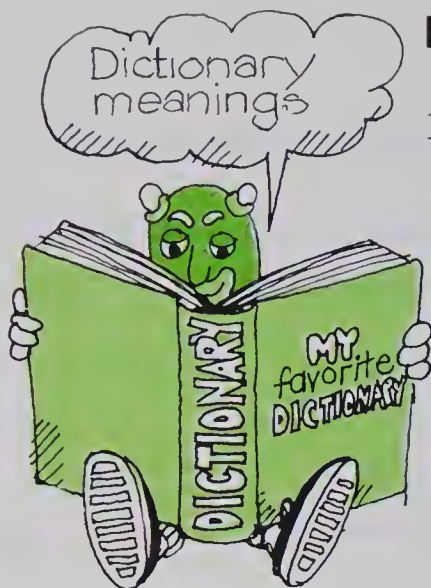
Say these words. Listen for /k/ at the end of each first syllable.

exceed excel excess excite

/ī/ can be spelled: **ie** as in **pie**
y as in **spy**

The letter **c** sometimes spells /k/ as in **crab** and sometimes /s/ as in **cycle**.





Extending Your Spelling Skills

1. A dictionary gives the *meanings* and pronunciations of words. Most words have more than one meaning. The different meanings help us to understand words better and to use them correctly.

Read these sentences. Note that the word cross is used in each one. Look at the entry for cross at the left. Find the meaning that fits each sentence. Write the sentence number, the word cross, and the number in the entry that gives the meaning as used in the sentence.

cross (kros) **1** a stick or post with another across it like a T or an x. **2** the Cross, the cross on which Jesus died. **3** any thing, design, or mark shaped like a cross: *A cross is the symbol of the Christian religion. A person who cannot write his name makes a cross.* **4** mark with a X. **5** set or lay across; put one thing across another: *He crossed his arms.* **6** move from one side to another; go across: *to cross a bridge.* **7** mix breeds of animals or plants: *A new plant is sometimes made by crossing two others.* **8** the result of such mixing: *A mule is a cross between a horse and a donkey.* **9** hinder; oppose: *If anyone crosses him he gets very angry.* **10** in a bad temper. **1—3**, **8** *n.*, **4—7**, **9** *v.*, **10** *adj.*

1. She marked the box with a cross.
2. A mule is a cross between a donkey and a horse.
3. He won't speak because he's cross.
4. Be sure to cross the road carefully.

2. Copy this chart in your notebook.

Write the missing words. Use a dictionary to check the irregular forms.

Base word	ed or irregular form	ing form
_____	_____	drying
_____	spied	spying
_____	crossed	_____
carry	_____	_____
_____	_____	flying
buy	_____	_____

3. Complete these /ī/ words with the correct letter or letters.

den ____

sp ____

Ch ____nese

magp ____

fl ____s

l ____brary

dr ____

____dea

t ____rant

4. Help Wonder Worm proofread this paragraph.
Rewrite it correctly in your book.

June didn't like airplanes,
so she rode her motersycle.
She carryed her belongings
in the carrier. She stoped
anywere were the gas
was cheep. The first night
she had a supper of
crabb and dried fruit.
She camped at night ex-
sept when it rained.

5. Complete these sentences with list words.

1. I went into the _____ to get a towel to _____ my hair.
2. Many _____ food and supplies to help the _____ victims.
3. I was _____ a _____ for supper that _____ me all my pocket money.
4. On a _____ you can travel _____ on the sea.

6. Fill each blank with either **c**, **s** or **k**.

mu__i__

ex__ept

e__ape

de__ribe

bas__et

motor__y__le

s__ene

physi__s

__ottage

Unit Test

How many words did you spell correctly?

Did you misspell a word on both the Pretest and the Unit Test?

Be sure to record your score.

bench
 leader
 leading
 leaving
 season
 seasons
 heart
 heading
 creatures
 led
 neat
 peanut
 reach
 stream
 sleeps
 bunch
 treasure
 already

Pretest

How many words did
 you spell correctly?
 If you misspelled a
 word, find out how
 and why you made the
 mistake(s).



Study Helps

1. Make two columns in your notebook. Label the first column **/ē/ spelled ea**; label the second column **/e/ spelled ea**.

Write each of these words in the correct column.

heading	treasure	peanut
creatures	already	reach
neat	sleeps	leader
stream	season	leaving

2. Say and write the word **heart**.
 What vowel + r sound combination do you hear?
 Look at the pronunciation: (härt)
 Circle the letters that spell /är/.
 The only two other words that spell /är/ with the
 letters **ear** are **hearth** and **hearken**.
3. Write the two list words in which /e/ is spelled **e**.
4. Add the *ing* ending to each of these base words:

lead **leave** **head**

In which base word did you make a change before adding the ending?

5. Say and write the word **season**.
 How many syllables are there?
 What consonant sound does the second **s** spell?
6. Say and write the list words in which you hear /ch/, /zh/ or /z/.



7. Say and write the word **creatures**.
How many syllables do you hear?
Write the word in syllables.
Look at the pronunciation: (krē' chərz)
Pay careful attention to the pronunciation of the second syllable, and notice how it is spelled.
You may need to use the five-step study method with this word.
Say and write the list words in which /ch/ is spelled **ch**.
8. Say and write the list word that has the suffix *er*.
Write its base word.
Say and write the other list word that has the same base word.
9. Say and write the word **treasure**.
Look at its pronunciation: (trezh' ər)
Say the word again and listen carefully for /zh/.
Circle the letter that spells /zh/.
10. Say and write the list word that is a compound word.
Draw a line between the base words.
11. Match these clues with list words:



- begins with /t/ and has /zh/
- You hear /är/.
- has /v/ in it
- has three consonant letters at the beginning
- has both /s/ and /z/
- has /ch/ that is spelled **t**

The letters **ea** may spell: /ē/ as in season,
or /e/ as in treasure.

Extending Your Spelling Skills

1. In this puzzle, find the words in which /ē/ is spelled ea. The words can be found by looking from left to right and from top to bottom.

D	T	E	A	V	S	O	N	M	L	K	J	I	H	G
L	A	C	Z	P	E	B	C	D	E	F	H	E	A	P
G	R	B	L	E	A	C	H	E	R	S	R	Q	P	E
S	T	R	E	A	M	X	E	W	V	E	U	T	S	A
E	D	F	A	N	F	E	A	D	C	A	B	Z	Y	C
A	E	G	N	U	J	I	P	H	G	R	E	A	C	H
T	E	P	Y	I	E	A	M	P	O	C	N	M	L	K

2. Say and write these **ture** words. Listen for the pronunciation of **ture**.

furniture

mixture

fracture

puncture

future

torture

Write some other words that end with **ture**.

3. Say and write these **sure** words. Listen for /zh/.

measure pleasure enclosure

Write some other words in which the final syllable is **sure**.

4. Your teacher or friend will dictate this paragraph.

Our leader said that he'd leave a trail of peanuts for us to follow. He further added that the trail of peanuts would lead us to a secret treasure. He then scooped the bunch of peanuts from the bench and headed for the woods. Before we could say "pop goes the weasel," we were on all fours looking for the peanuts. We really looked funny.

After you have checked your writing, write an ending for this interesting game.



5. Copy the word pole in your book.

Use the clues below to write the missing list words on the word pole.

If all your spellings are correct, the word in the pole will mean "something precious."

1	_____
2	_____
3	_____
4	_____
5	_____
6	_____
7	_____
8	_____

1. "I want to listen to your _____," said the doctor.

2. I couldn't _____ the highest apple.

3. We sat on the _____ in the park.

4. You must keep your room _____ and tidy.

5. Spring is the _____ for sowing.

6. Shall we take a _____ of grapes too?

7. We had a drink by the cool, mountain _____.

8. I gave my last _____ to the monkey.

6. Wonder Worm wrote these sets of three rhyming words. Proofread Wonder Worm's work and rewrite the lists correctly.

(The misspellings are list words only.)



- | | | |
|---------------|-----------|-----------|
| 1. reaps | sleeps | heaps |
| 2. reason | season | treason |
| 3. cart | dart | hart |
| 4. feet | beet | neet |
| 5. hunch | munch | bunch |
| 6. cream | deem | stream |
| 7. bedding | wedding | hedding |
| 8. pleasure | measure | tresure |
| 9. heaving | leaving | weaving |
| 10. preachers | creatures | bleachers |

Unit Test

How many words did you get right on this test?

Which words did you find difficult?

Be sure to record your score.

Looking Back

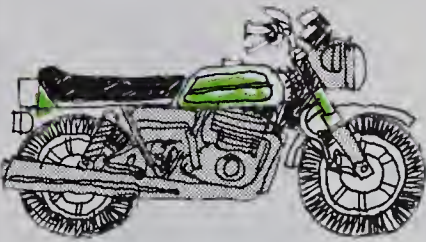
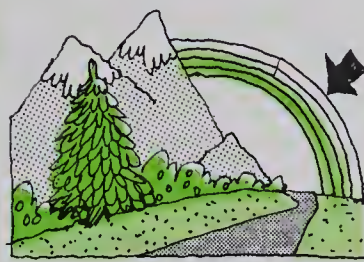
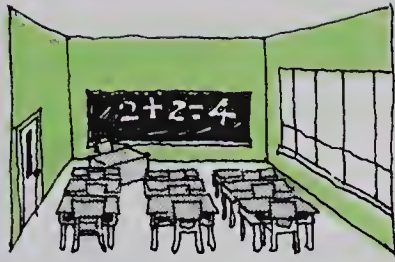
1. Check the list of words you misspelled in Units 7—11. For each word in this list:
 - (a) Say the word.
 - (b) Is the word spelled according to the way it is pronounced?
 - (c) Which part(s) of the word might you expect to cause a problem(s) when spelling it?
 - (d) Use the Study Method with each word.
2. Copy this chart in your notebook. Fill in the missing words in the chart. In the spaces where no word fits, write D.N.F. (Does Not Fit). The first one is done for you.

Base word	Plural form	<i>ing</i> form	<i>ed</i> or irregular form
shake	D.N.F.	shaking	shook
sandwich			
shout		shouting	
bore			
monkey			
	puzzles		
			stood
		singing	
meet			
			lost
wolf			
	benches		



3. Match these pictures with list words.

What are these words called?



4. Do you remember Porta's code? If not, refer to Unit 8.

A	B	C	D	E	F	G	H	I	J	K	L	M
N	O	P	Q	R	S	T	U	V	W	X	Y	Z

Decode the message.

GURF CLVA GURF NVYO BNGJ VYYO
 RYRN IVAT GURF GERN ZJVG UUVF
 ZNGR

5. Your teacher or classmate will dictate these sentences:

1. We carried a basket loaded with bottles of pop and peanut butter sandwiches.
2. I was especially puzzled by the shaking sensation that reminded me of an earthquake.
3. The map showed arrows leading to the stolen treasure.
4. She thanked the doctors with a lovely bunch of flowers that were in season.
5. The teams changed sides after the first period.

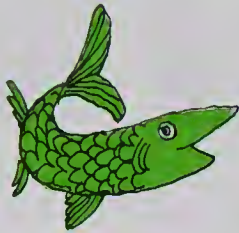
Proofread your sentences for spelling and punctuation.

6. Read these dictionary pronunciations and write the list words in their regular spellings.

(lüz)	(āp)	(klas' rüm')	(härt)
(bāt)	(brēz)	(rān' bō')	(kros)
(pī)	(sum' wer')	(lēd)	(érth' kwāk')



7. Say these base words. Write only those to which you can add the suffix *ly*. Beside each base word, write the *ly* form.



stand
love
eat
fish

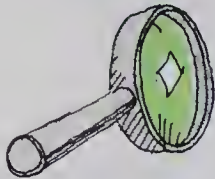


especial
cost
quiet
cross

SHH..

near
neat
final
reach

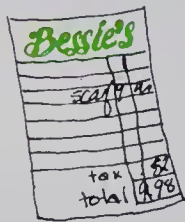
8. Use these clues to write matching list words:



—one who gets secret information
—the opposite of *soaked*
—a tremor felt in the earth's crust



—
—a synonym for *beautiful*
—an antonym for *interesting*
—the part of the body that pumps blood
—an antonym for *follower*
—one of the four periods of the year
—the price paid for something



9. The words below from the last five units may be difficult to remember. **LOOK** at each of them carefully. **SAY** it aloud to yourself. Then **COVER** the word, **WRITE** it and **CHECK** your spelling.

especially	except	motorcycle
finally	earthquake	anywhere
somewhere	quietly	creatures
treasure	seasons	wolves

10. Proofread Wonder Worm's story beginning for spelling, punctuation and capitalization. All punctuation and capitalization have been left out. Rewrite the story beginning correctly.



we crossed the stream quickly
our leader carryed the basket
espeshelly carefully becaus
it held the trezure he told
our spy to walk ahead
suddenly he shoutted a warn-
ing he had spotted strange
creachers our leader stoped
he was puzzled how did they
no about this stream who had
betrayed us

What happened next?

Finish the story.

11. Answer these questions with complete sentences.
Use as many list words as you can.

1. Why do you think it's true?
2. What did you find especially interesting?
3. What plans do you have for the day?

Proofread your sentences for spelling and punctuation.

12. These sentences sound silly. But they won't if the letters of one word in each sentence are rearranged. Write the "incorrect" words in your book. Beside each, write the correct word. (Hint—all the words are list words!).

1. It was too late to apply the breaks.
2. I've never met such rough meats before.
3. The net kept out those pesky files.
4. Now that we're lost, who will deal?

Science Words

contaminate	constellation	seismograph	respiration
acceleration	heredity	protein	meteorologist
molecules	thermostat	humidity	radiation
soluble	insulate	ligament	virus

1. Match these meanings with list words:

- (i) the passing down of mental and physical qualities from parents to children
- (ii) the amount of moisture in the air
- (iii) a person who studies the atmosphere and weather
- (iv) an instrument for recording earthquakes
- (v) very small particles
- (vi) a group of stars
- (vii) a band of strong tissue that connects bones
- (viii) a substance that causes certain infectious diseases
- (ix) the process of giving out light or heat
- (x) that can be dissolved
- (xi) breathing
- (xii) an increase in speed
- (xiii) pollute
- (xiv) prevent loss of heat by filling spaces with special material
- (xv) a device for controlling temperature
- (xvi) something we must eat each day



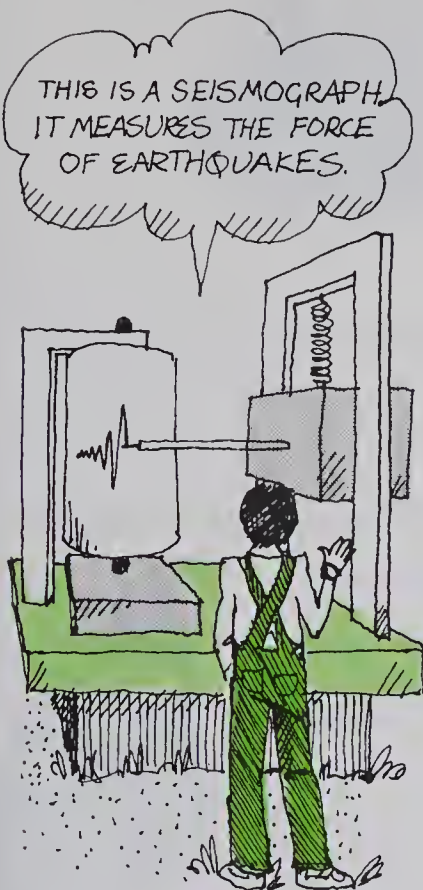
2. Say this picture word.

How many syllables are there?

Look at its pronunciation: (mē' tē ə r ə l' ə jist)

Say the word again carefully. Write it.

Use the Study Method to help you learn this word.



3. Say and write this word: (sīz' mə graf')

What vowel sound do you hear in the first syllable?

How is it spelled?

How is /ə/ spelled in the unstressed syllable?

Underline the letters that spell /f/.

Say and write the other list word that has the letters ei.

What vowel sound do they spell?

4. Say the word **contaminate**.

Write it in syllables.

Look at its pronunciation: (kən tam' ə nāt')

How is /ə/ spelled in the unstressed syllables?

Say and write the other list word that has the same final vowel sound and spelling pattern.

5. Write the list words that were formed from these base words:

accelerate

humid

radiate

respire

meteor

Circle the words in which the base words were not changed when a suffix was added.

6. Write all the words that can be formed by adding suffixes to these words:

meteor

contaminate

insulate

radiate

7. Write these list words in their regular spelling.

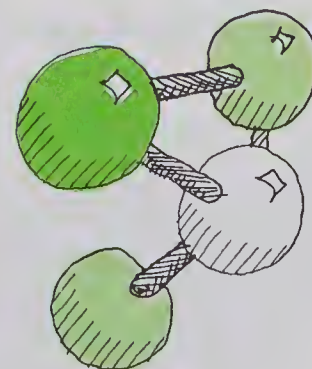
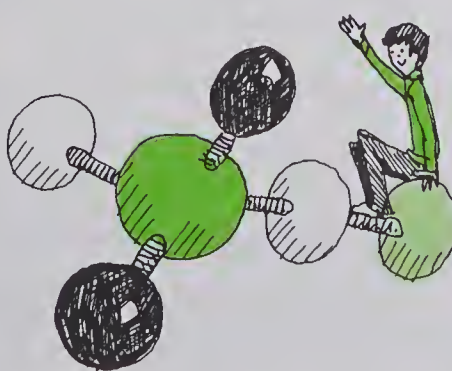
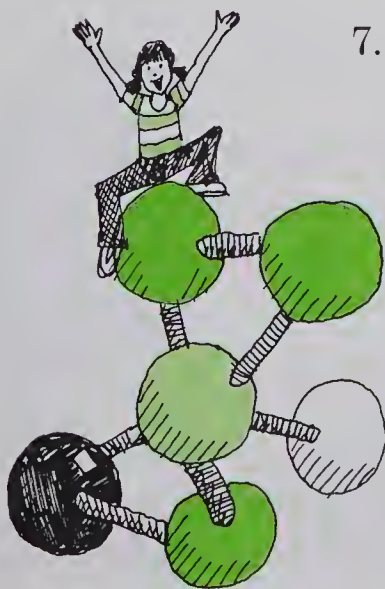
(mol' ə kyülz)

(ak sel' ə r ā' shən)

(vīr' əs)

(res' pə rā' shən)

(sol' yə bəl)

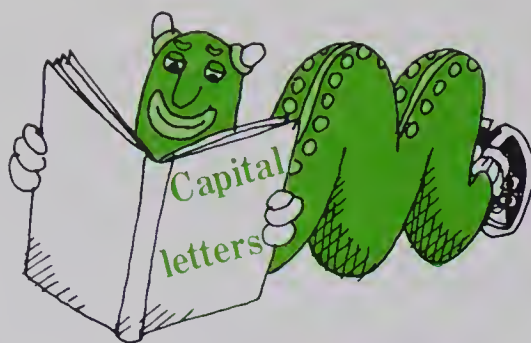


Canadian
French
English
Regina
Americans
April
March
February
struck
crew
dock
low
tow
knock
knees
block
Wednesday
coming

Pretest

How many words did you spell correctly?
List the words you found difficult in your spelling record.
Study these words.

Study Helps



1. Say and write the list words that begin with capital letters.

Why are these words capitalized?

Other than for the names of places, people or things, when would a word be capitalized?

2. Say the word **February**.

Write it in syllables.

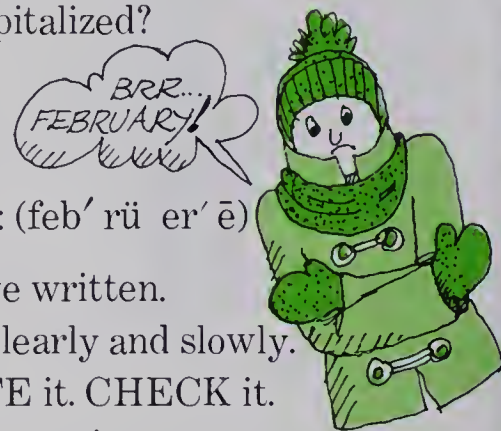
Look at its pronunciation: (feb' rū er' ē)

Look at the word you have written.

Pronounce each syllable clearly and slowly.

COVER the word. WRITE it. CHECK it.

Were you right? If not, try again.



3. Say and write the list words in which the final consonant sound is /k/.

Circle the letters that spell /k/.

Say and write the list words in which the initial consonant sound is /k/.

How is /k/ spelled in these words?

4. Say and write the list words that have /ō/.

How is /ō/ spelled in these words?

5. Say and write these list words:

dock knock block coming

What vowel letter is common to all these words?

Circle the word in which the letter **o** does not spell /o/.

What vowel sound does **o** spell in this word?

6. Say and write the word **Regina**.

Underline the letter that spells /ī/.

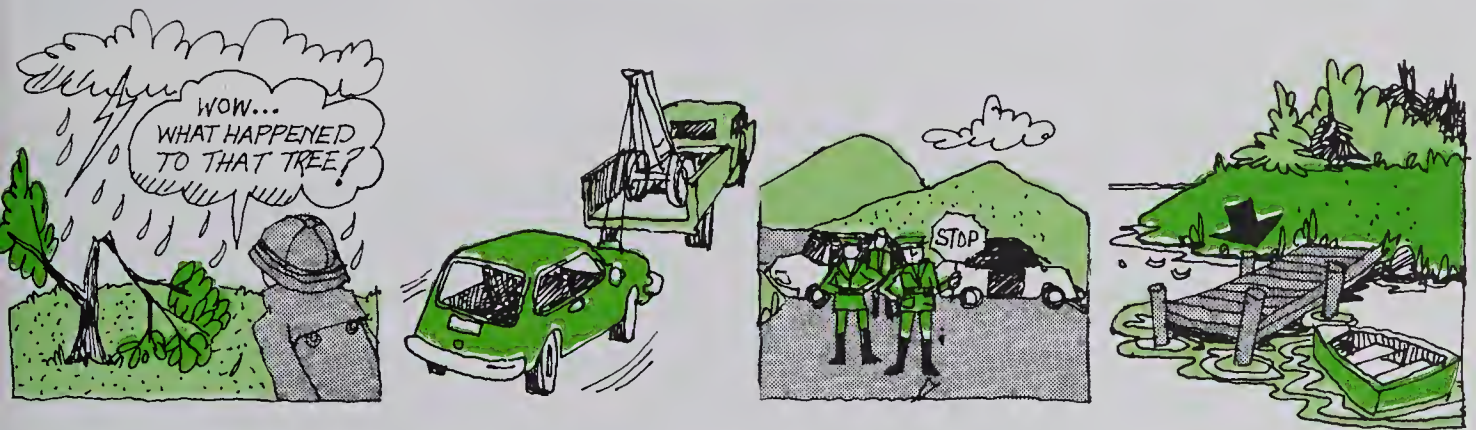
Circle the letter that spells /i/.

Which letter spells /j/?

7. Say and write the list word that is formed from the word **Canada**.

Use your study method to help you learn to spell this word.

8. Use each picture clue to write a list word.

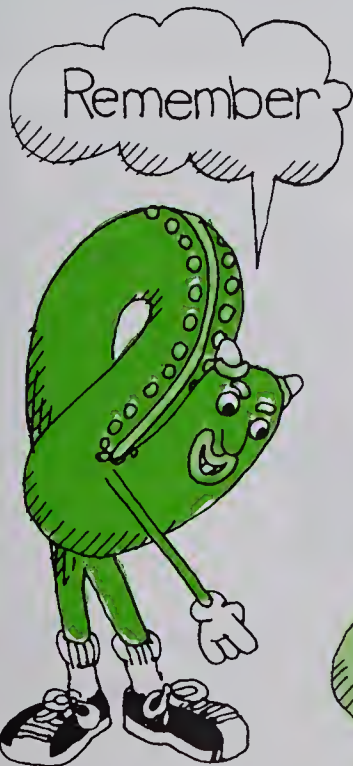


9. Say and write the word **Wednesday**.

How many syllables did you hear—two or three?

Look at its pronunciation: (wenz' dā)

Use the study steps with this word.



10. Say and write three list words in which /z/ is spelled **s**.

Say and write the list word in which /s/ is spelled **s**.

11. Say and write the two list words in which the initial consonant sound is /n/.

Circle the letters that spell /n/.

A name of a place, person, month or day begins with a capital letter.

Extending Your Spelling Skills

1. Use the ideas in each of these pictures to write two or three sentences. Use as many list words as you can.



2. Your teacher or classmate will dictate this paragraph.

I arrived in Regina on a cold February morning. Everything was covered with snow and the houses looked like huge blocks of ice. Tow trucks were everywhere. A car skidded and struck a pole. A crew of workmen was sanding the streets. It was my first Canadian winter, and I couldn't wait for April to come.

Proofread your work for spelling, punctuation and capitalization.

3. Find the list word in each of these *word squares*. You can move in any direction *except* diagonally, and you must *not* skip a square.

A	C	I
N	A	R
S	M	E

D	E	W
N	D	A
E	S	Y

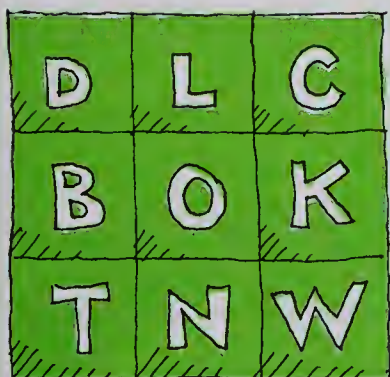
4. Try to spell the names of the other nine months that are not included in your word list. Check your spelling with a calendar.

5. Words like **Canada** and **France** are called *proper nouns*. They begin with a capital letter.

Words like **Canadian** and **French** are called *proper adjectives*, and also begin with a capital letter.

Copy the following table into your notebook and complete it. If you are not sure about the spelling, check with a dictionary or encyclopedia.

Proper nouns	Proper adjectives
Canada	_____
_____	Spanish
_____	English
Sweden	_____
Poland	_____
_____	French
Norway	_____
Israel	_____
_____	Welsh
Scotland	_____
_____	German
Japan	_____
_____	Dutch
Ireland	_____



6. This word maze contains five list words and at least ten other words. Find them and write them in your book. Remember that you can start with any letter and move in any direction, one square at a time. But you must not skip a square.

Unit Test

How many words did you get right on this test?

Which words did you still find difficult?

Be sure to record your score.

business
above
explore
farther
fastest
craft
carpet
moment
nature
pasture
velvet
telling
listen
jacket
saddle
plural
having
laughing

Pretest

How many words did you spell correctly? If you misspelled a word, look carefully to see where and why you made your mistake(s). List the words you found difficult in your spelling record.



Study Helps

1. Say and write these words:

above

nature

listen

plural

saddle

moment

In each word, mark the stressed syllable.

What vowel sound do you hear in the unstressed syllable?

Check the pronunciation of the above words:

(ə bov')

(nā' chər)

(lis' ən)

(plür' əl)

(sad' əl)

(mō' mən)

Notice that the vowel sound in each unstressed syllable is the *schwa* sound — /ə/.

Write the words again. In each word, circle the letter that spells /ə/.

Notice that the schwa sound is spelled with different letters.

2. Write the words that match these pronunciations.

(kär' pit)

(vel' vit)

(eks plôr')

(jak' it)

(pas' chər)

Three of these words have /k/. Circle the letter or letters in each word that spell /k/.

Three words have /i/. Underline the letter that spells /i/.

3. Say and write the word **business**.

How many syllables do you hear?

Look at its dictionary pronunciation: (biz' nis)

Write the word again.

Circle the letter that spells /z/.

Underline the letters that spell /s/.

4. Say and write the list words that have the ending *ing*.
What are the base words? In each list word, is the spelling of the base word changed?
5. Say and write the word **explore**.
What sounds does the letter **x** spell?
Look at its pronunciation: (eks plôr')
What vowel + r sound combination do you hear in the second syllable? How is it spelled?
6. Say and write the list words in which the second syllable is pronounced /chər/.
Circle the letters that spell /chər/.
7. Write a list word that is another form of **far**.
Read these sentences. Pay attention to the way in which the underlined words are used.

I walked far.

He walked farther than I did.

Write a list word that is another form of **fast**.
Underline the suffix that was added to **fast**.

Write a sentence using both **fast** and **fastest**.

8. Say and write all the list words in which you hear a vowel + r sound. In each word, circle the letters that spell the vowel + r sound.

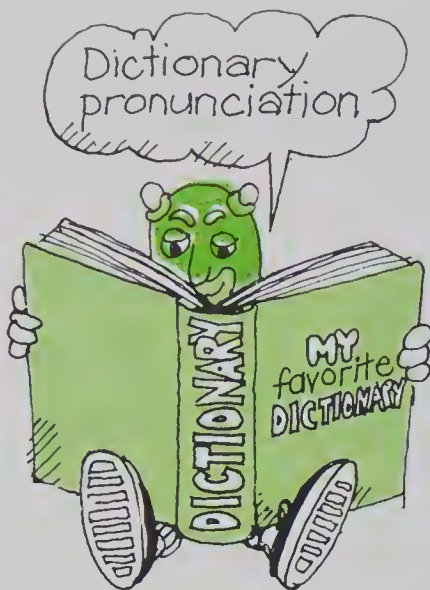
9. Match these pictures with list words:



The vowel sound in most unstressed syllables that is not clear or definite is called the *schwa* sound — /ə/.
The schwa sound may be spelled with any of the vowel letters, as in lemon, circus, above, pencil, taken.

Remember





Extending Your Spelling Skills

1. Look at the entry words on the left. Notice that the pronunciation is given in brackets immediately after the entry word. Each sound in a word has its own pronunciation symbol, and that sound is shown always by the same pronunciation symbol.

Look at the entry word moment and its pronunciation. Which syllable is stressed? Is the vowel sound in the stressed syllable clear and definite? What vowel sound is it?

Listen for the vowel sound in the unstressed syllable. Is this vowel sound clear or definite? Notice that when you say moment naturally, as in "I'll come in a moment," the second syllable does not have the force or clarity of the first syllable. Thus the vowel sound becomes blurred.

The vowel sound in most unstressed syllables is called the *schwa*. What symbol stands for the schwa sound?

Look at the dictionary pronunciations of the entry words. Notice that /ə/ may be spelled with different vowel letters. Copy the entry words in your book. Say the words. Mark the stressed syllables with a stress symbol. Circle the vowel letter that spells /ə/ in the unstressed syllables.

a•bove (ə buv') over-head; in a higher place: *The sky is above.*

far•ther (fär'ƥhər) more distant; a greater distance: *Three kilometres is farther than two. We walked farther than we meant to.* adj., adv.

lis•ten (lis'an) try to hear; attend so as to hear: *She listened for the sound of a car. I like to listen to music.*

mo•ment (mō'mənt) a very short space of time; an instant: *In a moment, all was changed.*

plu•ral (plür'al) referring to more than one: *Scissors is a plural noun. The plural form of 'boy' is 'boys.'*

2. Make as many words as you can by adding a suffix to each of these base words. fast laugh listen explore

For example: **far** **farther** **farthest**

3. Two list words end with the syllable **ture**. Write as many words as you can that have this syllable.

For example: **picture** **future**

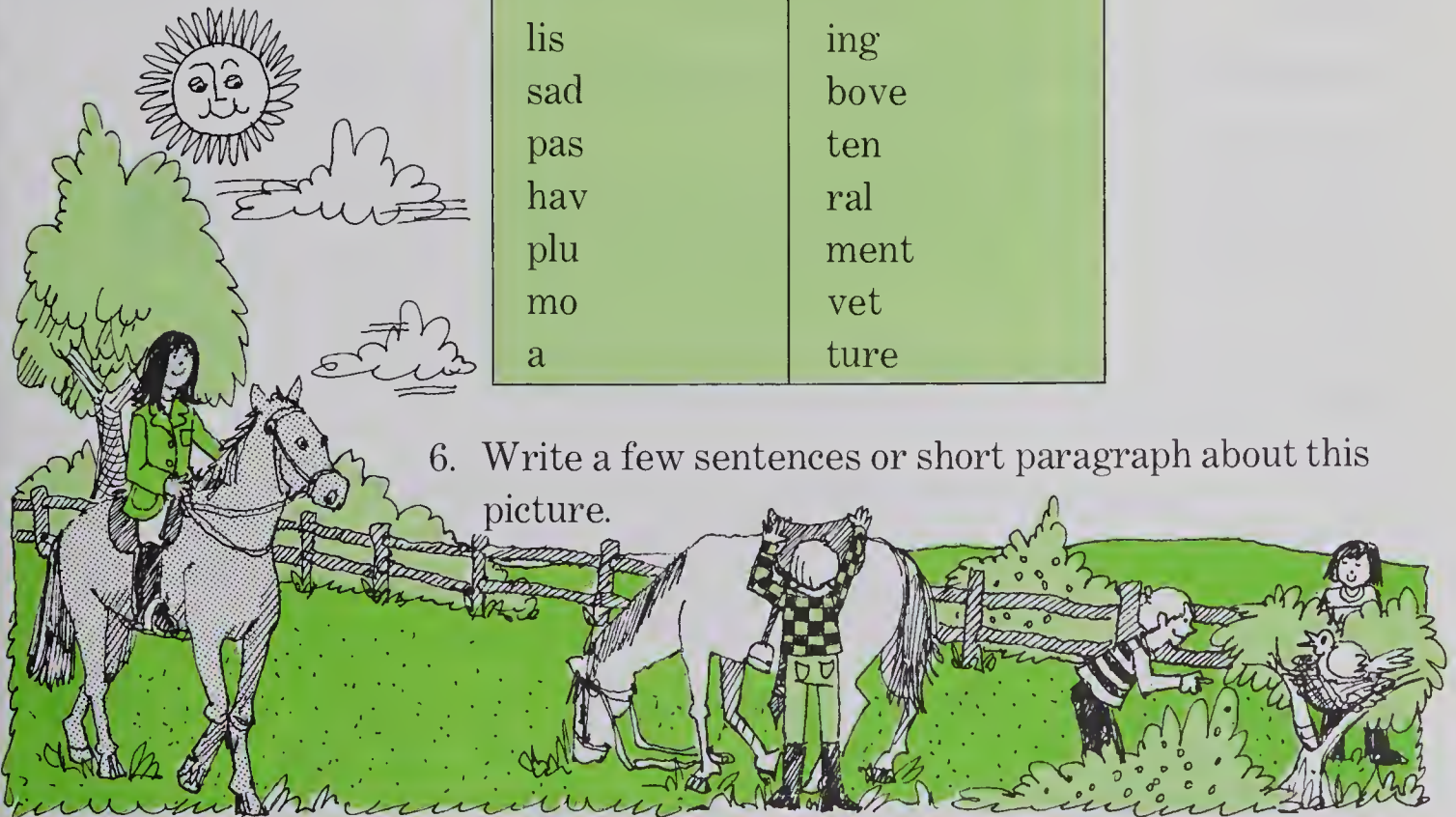
4. Rewrite each sentence and replace the underlined word(s) with a list word that has a similar meaning.

1. He was informing me about his trade.
2. Why don't you pay attention while I'm talking?
3. He will search the field that is more distant from here.
4. I bought a new coat to wear on our boat.
5. It took only a minute to decide we didn't want that floor covering.

5. Match a syllable from Column 1 with a syllable from Column 2 to write a list word.

Column 1	Column 2
car	pet
vel	dle
lis	ing
sad	bove
pas	ten
hav	ral
plu	ment
mo	vet
a	ture

6. Write a few sentences or short paragraph about this picture.



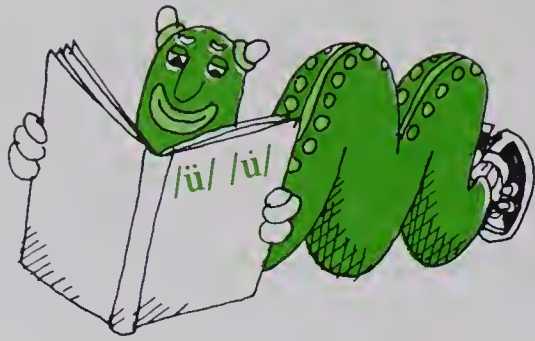
Unit Test

How near to a perfect score did you get?
Do you still find some words difficult?
Be sure to record your score.

hook
brook
floors
doors
less
fellow
follow
rooms
bloom
below
beneath
besides
between
beginning
lap
lazy
loose
because

Pretest

How many words did you spell correctly? If you misspelled a word, look carefully to see why and where you made the mistake(s). Study these words and those you found difficult.



Study Helps

1. As you read the following sentence, listen for the different sounds that are represented by the letters **oo**.

On each of the doors in these rooms there is a coat hook.

The vowel sound in rooms is /ü/, and in hook it is /û/. In doors, the vowel + r sound combination is /ôr/. Notice how /ôr/ is spelled.

Write the three **oo** words from the sentence.

Beside each, write a list word that has the same vowel sound.

2. Write two /ü/ list words that rhyme with cook and look.

Write one /ü/ list word that rhymes with goose.

Write one /ü/ list word that rhymes with gloom.

Write one /ü/ list word that rhymes with looms.

Write the list words that have /ôr/. Underline the letters that spell /ôr/.

3. Say and write the words **fellow** and **follow**.

How many syllables are there in each word?

What vowel sound do the letters **ow** spell?

Underline the double consonant in each word.

Say and write the list word that ends with a double consonant.

4. Change the initial letter in each of these words to write a list word. For example: **book** — **hook**

mess

hazy

tap

moose

mellow

took

hollow

booms

crook

5. Say and write the two-syllable list word that has four vowel letters. Underline the letters that spell /o/.

6. Say and write the two list words that are synonyms (have similar meanings).

7. Say and write the list word in which /z/ is spelled **z**.
Say and write the list words in which /z/ is spelled **s**.
Say and write the list words in which /s/ is spelled **s**.

8. Say and write the list words in which you see and hear an initial consonant blend.
Circle the consonant blend letters.

9. Say and write the list word that has the ending *ing*.
What is the base word? How was the base word changed when the ending *ing* was added?

10. Write the plural form for each of these base words:

floor door room bloom hook brook

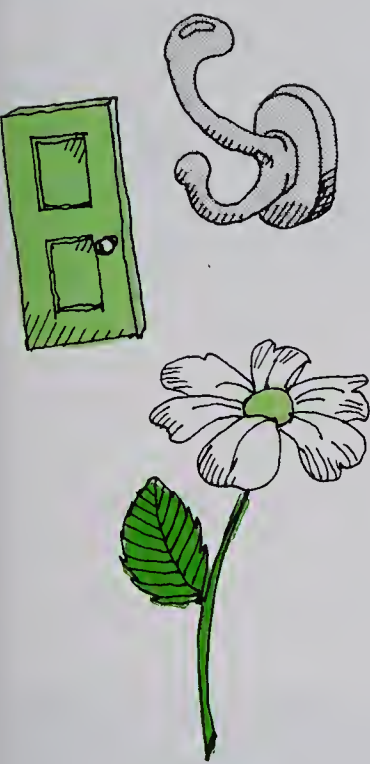
What letter was added to each of these base words to write the plural form?

11. Say and write the list words in which /e/ is spelled **e**.
Say and write the list words in which /i/ is spelled **e**.

12. Say and write the list words that have /ē/.
How is /ē/ spelled in each of these words?
Circle the letter or letters that spell /ē/.

13. Say and write the words that have two or more syllables.
Underline the words in which the second syllable is stressed.

We sometimes use **oo** to spell: /ü/ as in **brook**
/ü/ as in **bloom**
/ô/ as in **door**.



Extending Your Spelling Skills

1. Your teacher or classmate will dictate these paragraphs.

Our clubhouse beneath the big tree by the brook was beginning to look good. We put up the roof and doors. There were hooks behind the doors on which we could hang our jackets.

One day we went back to fix the floors. As we got closer to the clubhouse, we found that the doors were wide open and a board was loose. We were surprised because we had made sure that the doors were locked the night before. Who was in our clubhouse?

Proofread your work for spelling, punctuation and capitalization.

What do you think happened?

Complete the story with a paragraph of your own.

2. This message is written in either the Picket Fence code or the Porta code. Decode it.

FLOT EELW HWNT RUHH TORE ASHW
LLAY UOHC EKOL WHFL OWOE THOG
TADO BCUE EILE DOTT EREJ

Use the same code to write your own message in reply.
Exchange messages with a classmate.

3. How many **oo** words can you write that rhyme with

hook and brook?
floors and doors?
rooms and blooms?



4. Read these pairs of sentences. What is the meaning of each underlined word? Notice the way each underlined word is used.

Come and sit beside me.

Others came to the party besides our club members.

Don't lose the ring because it's not mine.

I let the dog loose at night.

If you're not sure of the meaning of the underlined words, check with the *Mini-Dictionary*. Use these words in sentences of your own.

5. Complete these sentences with list words.

1. Their _____ are on three different _____.
2. The _____ was too _____ to hang his clothes on the _____.
3. The dog squeezed _____ the tree roots and began to _____ water from the _____.
4. We would not _____ the trail _____ of the _____ rocks _____ the cliff; _____, we were nearly exhausted.

6. Match each of these clues with a list word.



—antonym for *hardworking*

—It developed from an Old English word meaning "partner, associate."

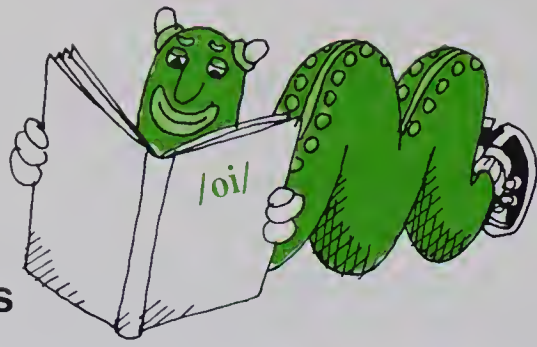
Unit Test

How many words did you spell correctly on this test?

Which words did you still find difficult?

List the words you found difficult in your spelling record.

Be sure to record your score.



oil
join
choice
joy
enjoy
enjoyed
poison
words
works
worst
sort
scores
cover
covered
plan
scorpion
noise
furniture

Study Helps

1. Read this sentence. Listen for the vowel sound in the underlined words.

There was great joy when oil was discovered.

Write the word in which /oi/ is spelled **oy**.

Write the word in which /oi/ is spelled **oi**.

Say and write the list words that have /oi/.

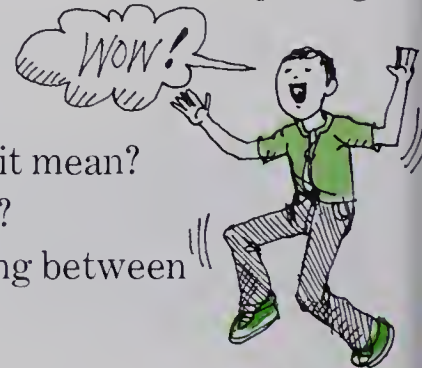
Circle the letters that spell /oi/.

2. Write the two list words in which /ôr/ is spelled **or**.
Write the list word in which /ôr/ is spelled **ore**.

Write the three list words in which /ër/ is spelled **or**.

Notice that these words start with the letter **w**. Think of some other words with the same sound and spelling pattern.

3. Say and write the word **enjoy**.
Write its base word. What does it mean?
What does the word **enjoy** mean?
What is the difference in meaning between the words **joy** and **enjoy**?



Say and write the other list word whose base word is **joy**.

Circle the ending.

4. Say and write the word **scorpion**.
How many syllables do you hear?
Write the word in syllables. What vowel sound do you hear in the second syllable? How is it spelled?
What letter spells /ə/?

Say and write the other list word in which /ə/ is spelled with the letter **o**.

Pretest

How many words did you misspell?

Which words did you find difficult?

List these words in your spelling record.

5. Say and write the word **poison**.

How many syllables are there?

What is the first consonant sound of the second syllable?

How is it spelled?

Say and write the other list words in which you hear /z/.

Say and write the list word that begins and ends with the letter **s**. In this word, what two consonant sounds does **s** spell?

6. Say and write the list words in which you hear an initial consonant blend.

Circle the consonant blend letters in each word.

7. Say and write the list words in which you hear /ch/.

Circle the word in which /ch/ is *not* spelled with the letters **ch**. Underline the syllable which has /ch/.

8. Say and write the word **choice**.

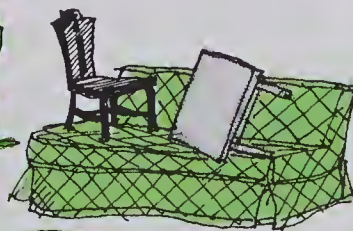
What consonant sound does the second **c** spell?

Say and write the other list words that have the letter **c**.

In these words, what consonant sound does **c** spell?

Say and write the list word in which /k/ is spelled **k**.

9. Match each of these pictures with a list word.



Remember

which one?

/oi/ may be spelled: **oi** as in join
oy as in joy

Extending Your Spelling Skills

1. Your teacher or classmate will dictate these sentences:

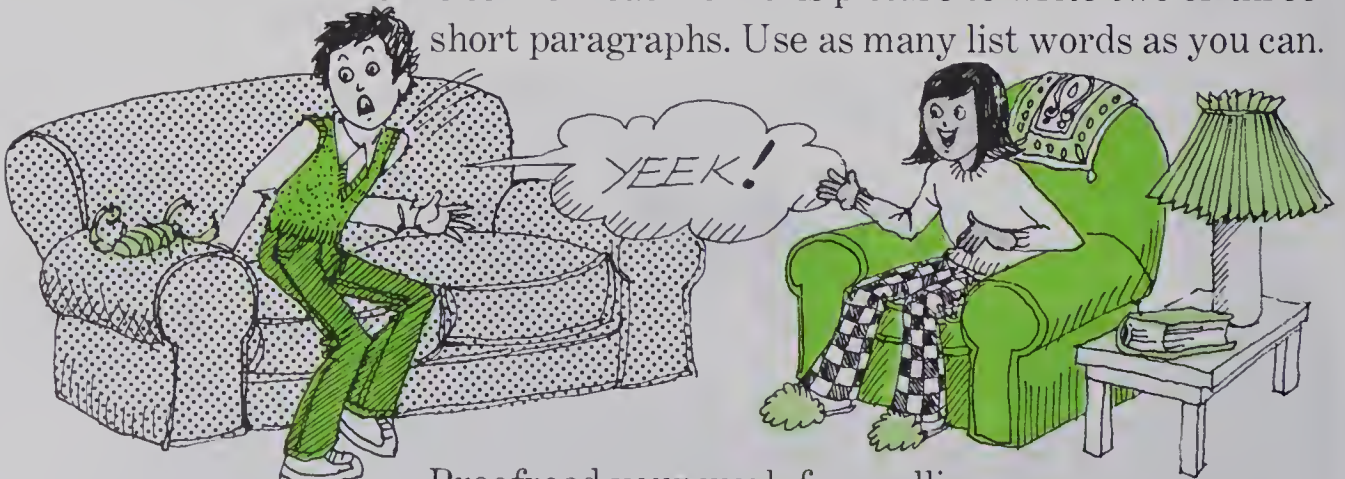
1. This is the worst noise I have ever heard.
2. The poison from the scorpion's sting made him very ill.
3. Which is your choice of colors?
4. It was the worst accident as scores of people were injured.
5. He enjoyed polishing the furniture with oil.

Proofread your sentences for spelling and punctuation.

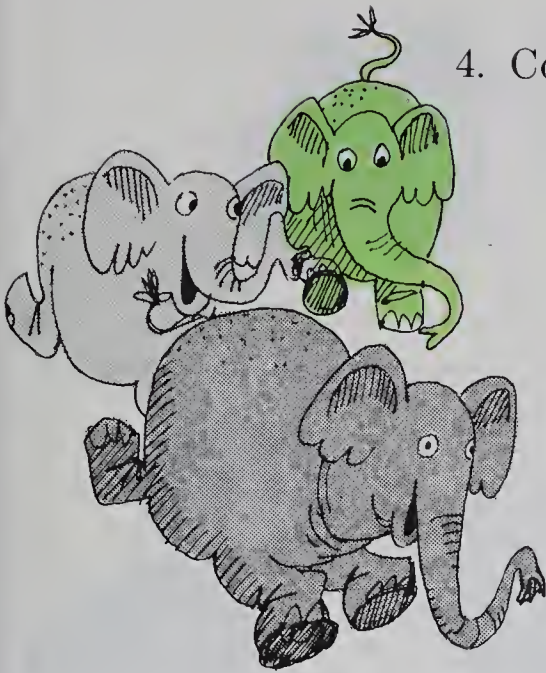
2. All vowel letters including y have been omitted from the words in these sentences. Rewrite each sentence with complete words.

1. Th__s __s m__ ch___c__ __f __l.
2. D__ ____ __nj___ ll th__s
n___s__?
3. H__ m__k__s __ gr___t d___l
__f n___s__ wh__n h__ w__rks.
4. __t w__s __ j___ t__ j___n h__r
f__r l__nch.
5. D__n't wr__t__ __n__ m__r__ w__rds.

3. Use the ideas from this picture to write two or three short paragraphs. Use as many list words as you can.



Proofread your work for spelling, punctuation and capitalization.



4. Complete each rhyme with a line of your own.

1. If you had only heard my voice

2. Will that picture

3. When I saw the stomping elephant herds

4. If you try, you can

5. Proofread Wonder Worm's story for spelling. Rewrite it correctly in your book.



I had a chois - to joyn my friends on a hike or watch my favrite TV. I decided to go on the hike. After a while, we sat down to hav our lunch. The ground was coverd with leafs. We were making so much noize that I didn't hear some-one shout that a skorpsion had crawled up my leg. Too late! The lovely day was spoiled.

Proofread your work for spelling and punctuation.

6. Consult some books in other subject areas to find words that spell /oi/ with oi as in toil, or with oy as in boy.

Unit Test

Did you get all the words right?

Did you misspell a word on both the Pretest and the Unit Test?

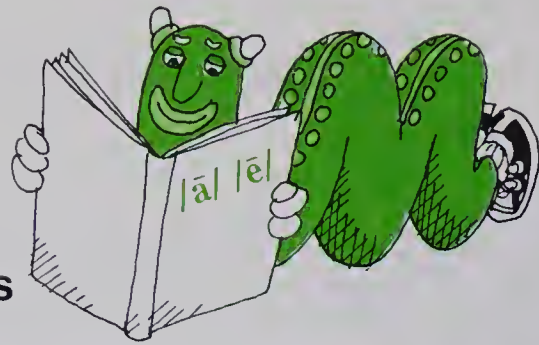
Be sure to record your score.

eighty
 neighbor
 scientist
 received
 weird
 friendly
 worried
 series
 stories
 dig
 belt
 wing
 calls
 falls
 held
 spot
 piece
 believed

Pretest

How many words did
 you spell correctly?
 List the words you
 found difficult in your
 spelling record.
 Study the words you
 misspelled or found
 difficult.

Study Helps



1. Read this rhyme about the generalization of spelling **ie** and **ei** words.

I before E
 Except after C.
 Or when sounded as /ā/
 As in neighbor and weigh.



Say and write the **ie** and **ei** list words that follow the above generalization.

Write the list words that are exceptions to this generalization.

2. Say and write the list words that have the letters **ie**.
Pronounce each word carefully as you write it.
In which word do both **i** and **e** represent separate vowel sounds?
Circle the word.

Underline the word in which /e/ is spelled **ie**.
3. Say and write the words that have the letters **ei**.
What vowel sound do the letters **eigh** spell in **eighty** and **neighbor**?

What letters spell /ē/ in **received**? Underline them.
 Circle the other word in which /ē/ is spelled **ei**.

4. Write the base word of each of these list words:

worried **stories**

What change in the spelling of the base word is made
 before adding an ending beginning with a vowel
 letter?

5. Say and write the list word that has three syllables.
Notice how the word is divided into syllables:

sci•en•tist

Pronounce the word **scientist** in syllables to help you spell it.

6. Write the base word of each of these list words:

eighty friendly scientist held

7. Say and write the word **series**.

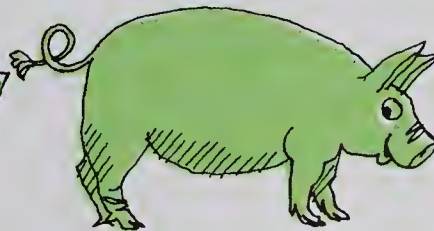
Write its plural form.

If in doubt, check with your dictionary.

Notice that **series** is one of those few words whose spelling does not change in the plural form.

Here are a few more examples: **species scissors trousers**

8. Write a list word that rhymes with each picture word.

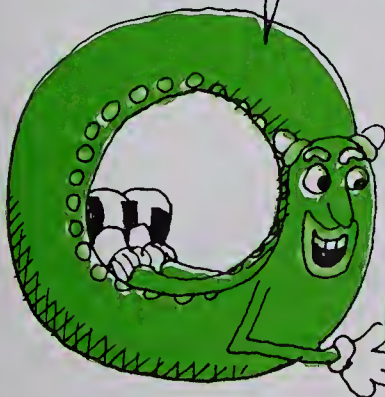


9. Say and write the words **calls** and **falls**.

What vowel sound do you hear in these words?

How is it spelled?

10. Say the list words that have two syllables.
Write those in which the second syllable is stressed.



This generalization can help you to spell some difficult words:

I before E

Except after C

Or when sounded as /ā/

As in neighbor and weigh.

Extending Your Spelling Skills



1. Write a phrase containing at least two list words that you might use to describe each picture.

For example:

dig for a belt



2. Complete these sentences with the correct ie or ei words. If you're not sure of your spelling, check with a dictionary.

1. My n__ghbor is a w__rd sc__ntist.
2. We rec__ved __ghty fr__ndly letters.
3. This television ser__s has many funny stor__s.
4. I would be worr__d if I bel__ved you.
5. You can __ther have a p__ce of p__ or some cherr__s.

3. Write more words by substituting the initial letter of each of these words.

dig

wing

held

belt

received

believed

4. Write more words by adding endings or suffixes to these base words.

friend

dig

fall

hold

help

worry

call

receive

Have you made the necessary changes to the base words?

5. Read the following story beginning, filling in the blanks with list words.



It was way past midnight when the scientist _____ the telephone _____. It was an especially _____ call. The caller seemed _____, but didn't want to say too much on the phone. The caller said that he wanted to meet the _____ immediately, behind an old barn some miles down the road. That _____ the scientist because he couldn't think of anybody who would want to see him so late at night. He thought of calling up his _____. Suddenly the phone rang again.

Write the story beginning in your notebook and complete the story.

6. Read the groups of words below. What is the meaning of each underlined word as used in each group? Write the underlined words in your book. Beside each word, write a list word that has a similar meaning. If you're not sure of the meaning of the underlined words as used, look them up in a dictionary.

- accepted the news
- mysterious noises
- affectionate person
- anxious about his safety
- chain of events
- bound by his promise
- trusted his friends

Unit Test

How many words did you spell correctly?
How close to a perfect score did you get?
Did you still find some words difficult?
Record your score.

Looking Back

1. Look at your own problem word list to see which words, in Units 13 — 17, you misspelled or found hard, and the kinds of errors you made. Study your own problem words first. Be sure to use the five-step Study Method.
2. Use these clues to write list words that begin with a capital letter.

- It is the capital city of Saskatchewan.
- It has twenty-eight days except in leap years.
- having to do with France, its people or their language
- a person born in or living in Canada
- a month noted for its showers
- the fourth day of the week
- people born or living in the United States

3. The stress symbol has been left out of these dictionary pronunciations. Rewrite these dictionary pronunciations in their regular spellings. Put in the stress symbol. In each unstressed syllable, circle the vowel letter that spells the schwa sound.

(ə buv)	(ə mer ə kən)	(sī ən tist)
(fēr nə chər)	(mō mənt)	(nā chər)
(lis ən)	(pas chər)	(sad əl)
(plūr əl)	(kə nā dē ən)	(kuv ər)

4. Copy this chart in your book.
Write the words below in the correct columns.

/ü/			/ü/	
hook	rooms	brook	bloom	proof
loose	took	soon	food	shook
should	wolf	full	good	wool
move	lose	fruit	rule	ooze





5. Complete these sentences with /oi/ words.

1. It was an exciting sea _____ and we _____ ourselves.
2. He jumped for _____ when he struck _____.
3. Let's _____ hands and shout at the top of our _____.
4. The loud _____ our sleeping neighbor.
5. Let's flip a _____ to see who gets to keep the _____.



6. Complete these words with either **ei** or **ie**.

Read them carefully first before deciding on which letter combination to use. If you are not sure, use a dictionary to help you.

__ther	w__rd	stor__s
n__ghbor	fr__ndly	ach__ve
__ghty	sc__ntist	w__ner
p__ce	rec__ved	w__gh
bel__ved	ser__s	r__gn

7. Your teacher or classmate will dictate these sentences:

1. Are you a friendly Canadian?
2. My neighbor is worried because he has received very little business in February.
3. I know a scientist who will be eighty years old in April.
4. That is the worst noise I have ever heard.
5. The scorpion has a poisonous sting at the end of its tail.
6. Let's explore the brook in my small craft.

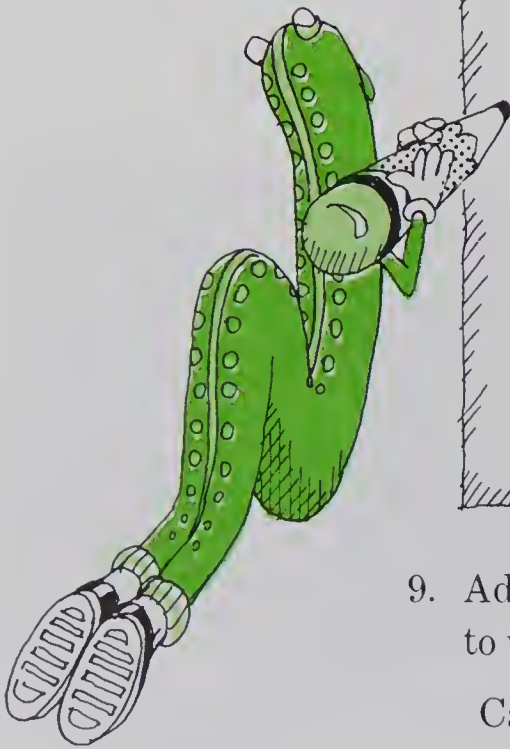
Check your sentences for spelling, punctuation and capitalization.

8. Wonder Worm thought that rhyming words always had the same spelling. Proofread Wonder Worm's silly verse and rewrite it correctly in your book.

A scientist bellowed a sneeze
That knocked some oil onto her neeze,
It made not a noys
"It's like playing with toys!"
She thought—being eezezy to pleeze!

Her brother then smelled the weared fume
And thought "Can't be my flowers in blume!"
He shook on the spot
Believed that he ot
Forever to stay in his rume!

By now this young fellow was wurried
So out of the basement he scurried,
For someone so laisy
And short as a daisy
He ran fast—yes, he really hurried!



9. Add an ending or suffix to each of these base words to write a list word.

Canada

cover

eight

have

far

fast

science

believe

worry

laugh

come

friend

10. In each of these list words, only the initial or last two letters are given. Use the clues to complete the words.

—a wharf or pier

_____ck

—large numbers

sc_____

—antonym for *tight*

_____se

—synonym for *sound*

_____se

—a solid piece of wood or ice

_____ck



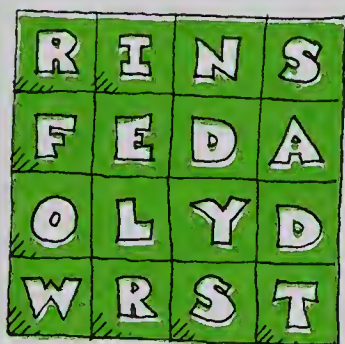
_____ck



sc_____



sc_____



11. Move in any direction, one square at a time, starting anywhere and make as many words as you can. But first find the four list words hidden in the puzzle at the left.

12. Rearrange each set of syllables to spell one of the list words from Units 13—17.

an•di•na•Ca

en•sci•tist

ing•com

ning•gin•be

ther•far

y•Feb•ar•ru

son•poi

ni•ture•fur

13. Rewrite each sentence and replace each underlined word with a list word that has the same meaning. If you are not sure of the meaning of the underlined words, consult a dictionary.

1. She rose from a humble position in the company to become its president.
2. The beautiful vase is an example of his skill.
3. His sudden disappearance occurred to me as being strange.
4. Would you hinder my plans?
5. Her account of the incident was vague.

education
elevator
experiment
advertisement
equipment
information
fed
fin
yesterday
cards
awful
careful
playful
electric
music
cart
usually
remembered

Pretest

How many words did you spell correctly? If you misspelled a word, check your spelling to see where and why you made the mistake. List the words you found difficult in your spelling record.



Study Helps

1. Read these sentences.

We will need equipment for our gym.

We must write a good advertisement.

My experiment turned out well.

Write the underlined words in syllables.

Use the syllables to help you learn to spell these words.

2. Say and write the list word that has the suffix *ly*.
Write its base word.

3. Write these base words. Add the suffix *ion* or *ation* to spell a list word.

educate

inform

4. Say and write the list words that have the suffix *ful*.
Write the base word of each.

What do you think the suffix *ful* means? Check the meaning in the *Mini-Dictionary*. Note the spelling carefully. There is only one **l**.

5. Say and write the word **elevator**.
Write the base word.

What does the base word mean?

Add the suffix *or* to the base word.

What is the meaning of the new word?

How did the base word change when the suffix was added?





6. Say and write the word **music**.
What consonant sound does **s** spell?
Which letter spells /k/?
7. Say and write the word **education**.
Do you hear /j/?
What letter spells /j/?
Look at the pronunciation of **education**: (ej' ù kǎ' shən)
Say the word again.
Listen for the last syllable. How is it spelled?
8. Write all the list words that have an ending or suffix.
Underline the words in which the spelling of the base words is changed.
9. Say and write a list word that rhymes with each of these words:

head thin yards part

10. Say this word: (i lek' trik)
Write the word.
What letter spells /i/ in the first syllable?
What letter spells /k/ twice?
Underline the consonant blend letters.
11. Say and write the list word that means the day before today.
How many syllables does it have?
Which syllable is stressed?
Underline the letter that spells /ə/.

When a base word ends in **e**, the **e** is dropped when a suffix beginning with a vowel letter is added.

For example: ~~elevat~~e + *or* = *elevator*

~~educat~~e + *ion* = *education*





Extending Your Spelling Skills

1. Read these sentences.

I will equip myself with a haversack for the hike.
My equipment for the hike was too heavy.

Notice that when a suffix is added to a base word, the new word is used in a different way in the sentence.

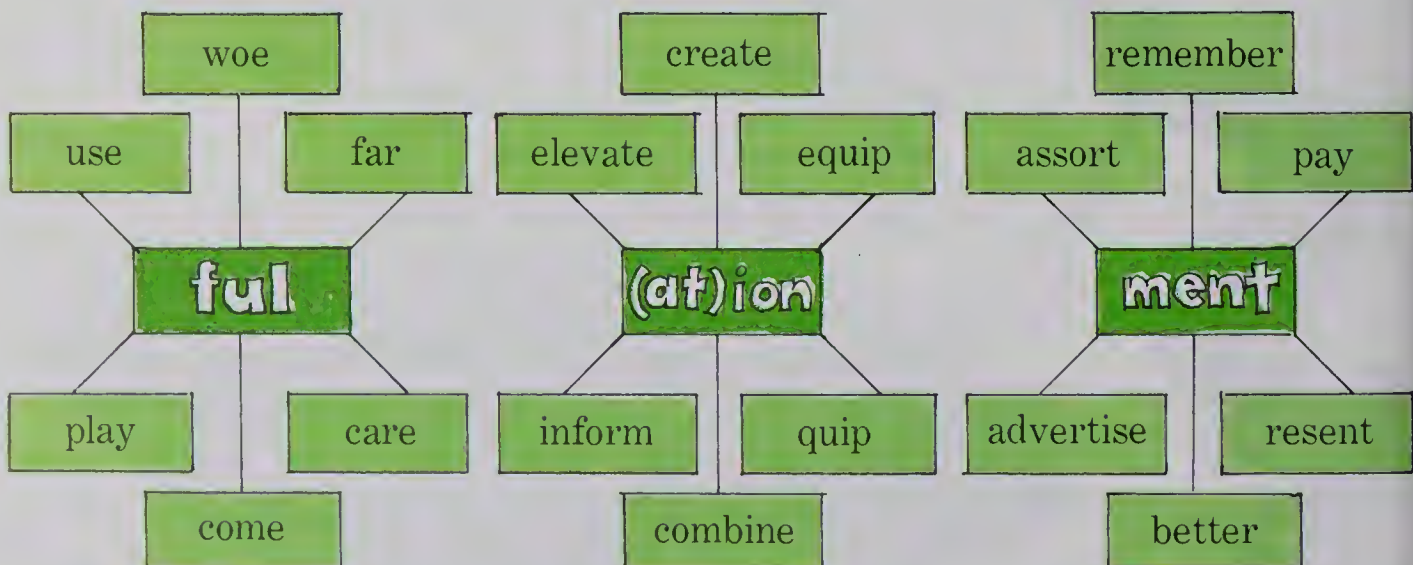
Use these words to complete the sentences below.

inform play usually education
information educate playful usual

- The guide was sent to _____ the tourists of the delay. This _____ was helpful in planning further activities.
- The zoo keeper had difficulty feeding the _____ little cub. It liked to _____ all day.
- _____ is an important thing. Parents help to _____ their children as much as possible.
- The mole _____ sleeps during the day. It goes on its _____ hunt for food at night.



2. Write as many words as you can by joining the base words with the suffixes in the boxes. Be careful—the suffix might not fit every word!





3. Complete this paragraph in your book by supplying the missing list words.

Richard and his friends formed a _____ group. Richard _____ played the _____ guitar. At first the group sounded _____, but _____ practice and the odd _____ with different sounds encouraged them. The group built a little _____ to transport their _____. They called themselves "The _____ Sharks." Such a name would be easily _____. To advertise, they made little _____ that contained the necessary _____. Their parents encouraged them as long as their _____ didn't suffer.

4. Find one list word for each of these pairs of meanings.

—hockey outfit

—what is necessary for some jobs

—used to carry people or things up and down

—used to store grain

—part of the tail of an airplane

—found on a fish

5. Can you recognize these pronunciations?

(ej' ũ k̄ā' shən)

(ū' zhū əl ē)

(ad vēr' tis mən̄t)

(i kwip' mən̄t)

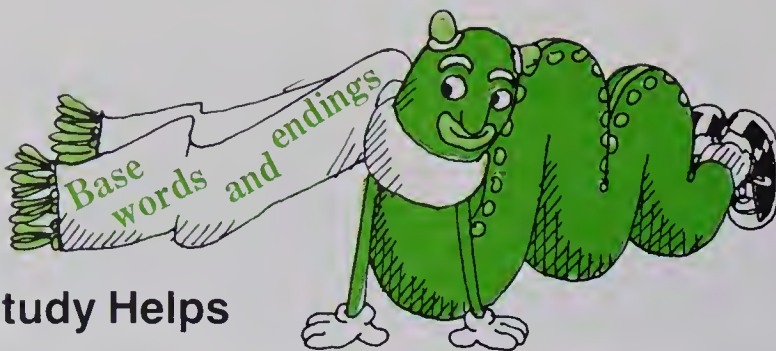
Say each word quietly to yourself and then write it in its regular spelling.

Unit Test

Compare your Pretest results with your Unit Test results. Did you misspell a word on both the Pretest and the Unit Test?

List the words you found hard in your spelling record.

Record your score.



Study Helps

1. Read this short paragraph. Write the underlined words and the base word of each.

The beautiful scene changed quickly as the rolling thunder sounded in the distance. Ice, which had floated lazily on the surface, suddenly smashed the docks. The driving rain completely hid the swaying trees from view.

2. Copy the chart below in your book.

In the column marked Base word, write the base words of the list words.

Then complete the chart by writing as many forms of the list words as possible. If there is no word for a space, mark the space with an X.

One is done for you.

Base word	<i>ed</i> or irregular form	<i>ing</i> form	<i>ly</i> form	<i>ful</i> form
end	ended	ending	X	X

3. Say and write the list words in which you hear /ō/.
In each of these words, circle the letter or letters that spell /ō/.
4. Say and write the word **covers**.
What is the first consonant sound you hear?
How is it spelled?
What is the first vowel sound you hear?
How is it spelled?
5. Say and write the list words that have a consonant blend.
Underline the consonant blend letters.

ended
entered
rolling
giving
opening
smashed
sounded
rocking
rolled
covers
fooled
hardly
floated
invited
completely
diving
beautiful
goes

Pretest

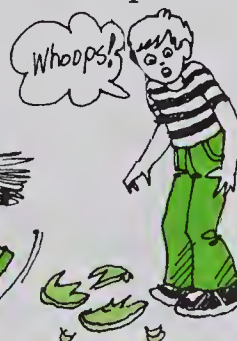
How many words did you spell correctly on this test?

If you made an error, check to see why and how you made the error.

6. Say and write the list words in which you hear /ī/.
Write the base word of each.
In each of these base words, circle the letters that spell /ī/.
7. Say and write the word **completely**.
How many syllables are there?
Which syllable is stressed?
Look at its pronunciation: (kəm plēt' lē)
Which letter spells /ə/?
List the two ways in which /ē/ is spelled.
8. Say and write the list words that have the ending *ed*.
Circle those in which the ending *ed* forms a separate syllable.
Underline the words in which the ending *ed* spells /d/.



9. Write list words to match these pictures:



10. Use these clues to write matching list words:

- /k/ is spelled **ck**
- /ü/ is spelled **oo**
- has /sh/
- has /är/
- has the ending *es*

Remember

You can write another form of a base word by adding *ing* as in *rocking* and *giving*; *ed* as in *rolled*; *s* as in *covers*.

If a base word ends in *e*, drop the *e* before adding an ending that begins with a vowel letter.

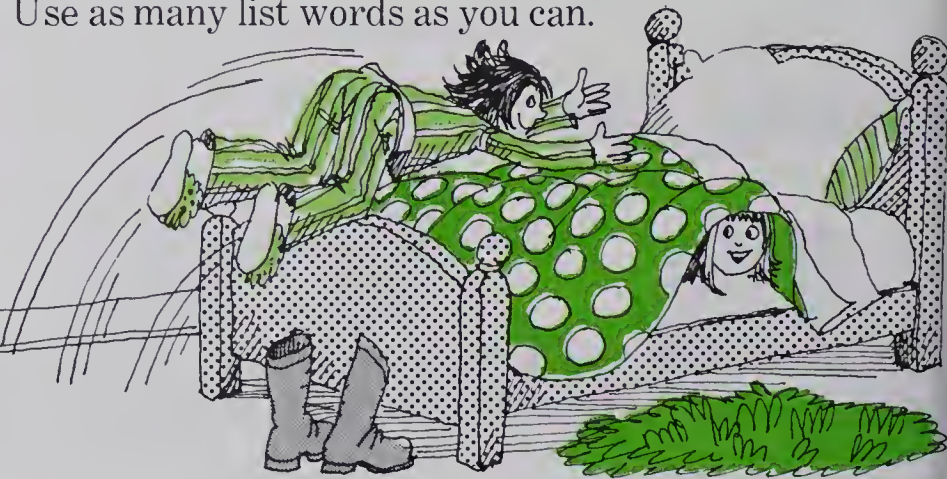
Extending Your Spelling Skills

1. Your teacher or classmate will dictate these sentences:

1. The smashed diving mask floated near the surface.
2. The boat rolled and tossed in the stormy sea.
3. The opening number of the band sounded beautiful.
4. She will be giving a party and has invited all her friends.
5. The pupils were completely fooled when their teacher entered, acting like the bionic man.
6. The Rolling Stones played for many people.



2. Write two or three sentences about the picture.
Use as many list words as you can.



Check your sentences for spelling and punctuation.

3. Use these base words together with the endings to write as many words as you can.

Base word	
drag	old
build	calm
make	hike
jab	find

Ending
<i>er</i>
<i>ing</i>
<i>s</i>
<i>ed</i>

Check your dictionary if you are in doubt about the spelling of some words.

4. Wonder Worm is not sure when to add endings or suffixes to base words.

Proofread Wonder Worm's paragraph and rewrite it correctly in your book.



It was a beauty day to go driving. Everyone agree. Our neighbors were glad to be invite to come along. We went by the sea where the roll waves were smash against the rocks. We saw people dive and swim. All of a sudden the car stop. We had forgotten completely about put in gas.

Proofread your work for spelling and punctuation.

5. Rewrite these sentences by replacing the underlined words with list words that have a similar meaning. If you're not sure of the meaning of the underlined words, check with a dictionary.

1. They concluded the meeting with a song.
2. Don't be deceived by appearances.
3. We barely had time to eat breakfast.
4. I was entirely to blame for the mistake.
5. There is a vacancy for a clerk at the bank.

Unit Test

Compare your Pretest results with your Unit Test results. Did you misspell a word on the Unit Test which you spelled correctly on the Pretest? Mark your chart.



coyote
hare
tortoise
tigers
hen
ducks
fawn
mermaid
creature
moose
monsters
wings
lawn
gorilla
claws
hairy
chickens
lizards

Pretest

How many words did you spell correctly?
Which words did you find difficult?
List the words you found difficult in your spelling record.

Study Helps

1. Say and write the word **coyote**.

Do you pronounce the word (kī' ōt) or (kī ō' tē)?

What letter spells /k/?

What letters spell /ī/?

Use the LOOK SAY COVER WRITE CHECK method to help you spell this word.

2. Say the word **tortoise**.

How many syllables do you hear?

Write the word.

Which syllable follows a regular spelling pattern?

What vowel sound do the letters **oi** spell in the second syllable?

Look at the pronunciation of **tortoise**: (tôr' tās)

Notice that the letters **oi** spell /ə/.

Another word that follows this spelling pattern is **porpoise**.

3. Say the list word in which the final syllable is pronounced (chər).

How many syllables do you hear?

Write it. Circle the letters that spell (chər).

Underline the letters that spell /ē/.

4. Say and write these words:

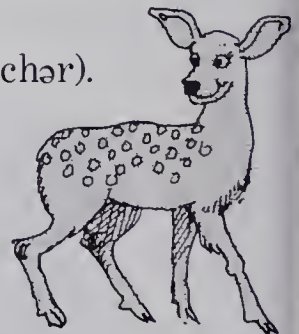
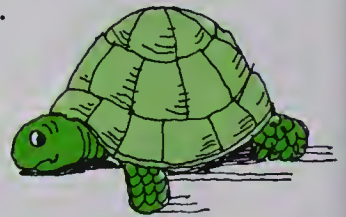
fawn

claws

What vowel sound do you hear in each of these words?

Underline the letters that spell this vowel sound.

Say and write the other list word that has the same vowel sound and spelling pattern.





5. Say and write this picture word in the plural form.
 How many syllables do you hear?
 Circle the syllable that has a regular spelling pattern.
 Underline the vowel letter that spells /ə/.
 Which two letters spell /z/?
 Say and write the other list words in which /z/ is spelled s.
 Say and write the list words in which /s/ is spelled s.



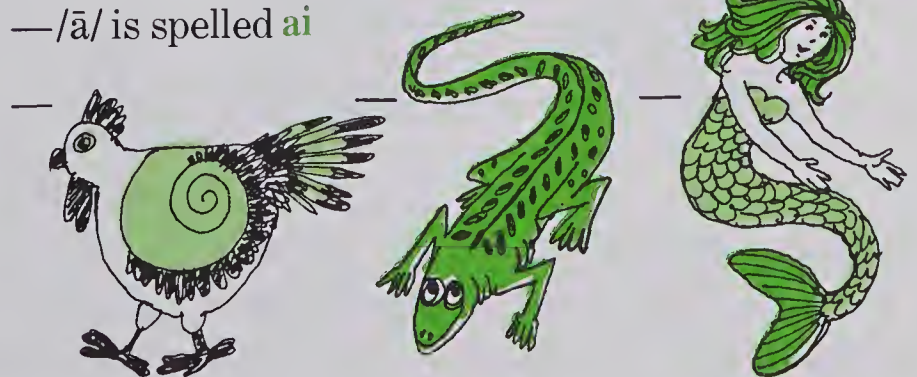
6. Say and write this picture word.
 How many syllables does it have?
 Which syllable is stressed?
 Look at its pronunciation: (gə ril' ə)
 How is /ə/ spelled in the first syllable?
 What letter spells /ə/ in the final syllable?
7. Say and write the list words that have the letters **ck**.
 What consonant sound do the letters **ck** spell?



8. Say and write the word **hare**.
 Listen for the vowel + r sound.
 We show it like this: /ā̃r/
 Which letters spell /ā̃r/?
 Say and write the other list word that has /ā̃r/.
 Underline the letters that spell /ā̃r/.

9. Use these clues to write matching list words:

- wild or tame swimming birds
- imaginary creatures that usually look strange and frightening
- /ā̃/ is spelled **ai**



Extending Your Spelling Skills

- Combine the sentences under each picture to make a good beginning for an animal story.



The coyote was hiding behind the shrubs . He was waiting for the ducks . They were going for their morning dip.



The beautiful fawn was following its mother . They crossed the meadow . A moose was following them.

Proofread your work for spelling and punctuation.

- Complete these paragraphs with list words.

Brave me! I'm not frightened of h_____ m_____ in books or movies. In fact, I enjoy stories about the ferocious _____, the thieving _____, the majestic _____, or the Bambi-like _____.

One day, I was curled up on the sofa reading "The Adventures of King Kong the _____." My heart was racing, when all of a sudden I felt something cold on my....

What do you think it was? Finish the story.

- Copy the word pole in your notebook. Use the clues to complete the word pole with list words. If all your words are correct, the letters in the boxes will spell "an animal that is found in Australia."

1.	_____		_____
2.	_____		_____
3.	_____		_____
4.	_____		_____
5.	_____		_____
6.	_____		_____
7.	_____		_____
8.	_____		_____

- | | |
|---|-----------------------------------|
| 1. birds with webbed feet | 5. a baby deer |
| 2. a fairy-tale sea creature | 6. related to a rabbit |
| 3. land around a house covered with grass | 7. a large animal hunted for meat |
| 4. members of the cat family | 8. It howls at night. |

4. Proofread Wonder Worm's letter to his animal friends, advising them on how to best protect themselves against the monsters. Rewrite the letter correctly in your book.



Dear Friends,
 We must act immediatly
 against the monseters.
 Hyote will howl when
 he sees them coming.
 The tigers will patrol
 the edge of the jungle
 and try to keep the
 monsters from entering.
 Gorula must stop play-
 ing tricks and keep
 wach in all the high-
 est trees. Remember, if
 you are attaked, use your
 claus! Escape if you can.
 Wonder Worm

5. Read each pair of words. Fill each blank with a list word *that belongs* to that pair.

For example: **hutch: rabbits** as **cage: gorilla**

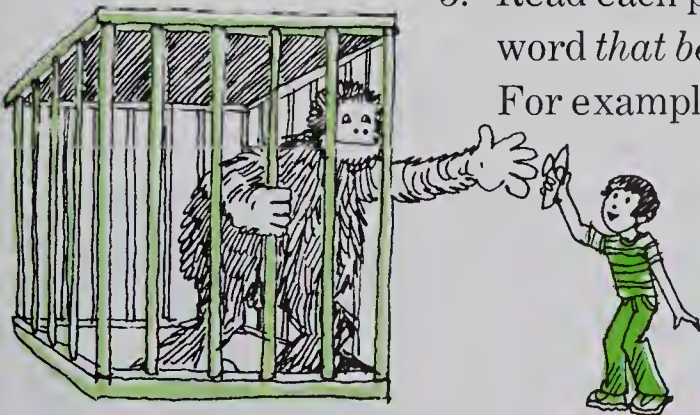
kennel: dog as **shell: _____**

_____: fast as **snail: slow**

duckling: duck as **_____: deer**

wave: wavy as **hair: _____**

trunk: elephant as **_____: birds**



Unit Test

Compare your Pretest results with your Unit Test results. Did you misspell a word on the Unit Test which you spelled correctly on the Pretest? Mark your chart.



Study Helps

- Copy these numbers in your book.
Beside each number, write the number word that is *one more* than the number.

59 _____	27 _____
69 _____	29 _____
89 _____	6th _____
13 _____	3rd _____
15 _____	12 _____
24 _____	

- Write list words to match these clues:
 - It was invented by Alexander Graham Bell.
 - another word for *nil*
 - saying numbers in order
 - a recipe
 - a section or division of a store
 - a record of past events
- Say and write the list words that have the suffix *teen*.
Write the base words.
What do you think the suffix *teen* means?
Circle the base word that changes its form when you add the suffix *teen* to it.
- Say and write the list words in which the final sound is /th/.
Write the base words.
Say and write the list words in which the initial sound is /th/.

sixteen
sixty
thirteen
seventh
seventy
ninety
zero
fourth
fourteen
counting
telephone
happening
history
formula
department
twenty-five
twenty-eight
thirty

Pretest

How many words did you spell correctly?
If you misspelled a word, find out why and where you made the mistake(s).

5. Some compound words use a hyphen (-) between base words.

Say and write the compound list words.

Write their base words.

Why isn't *fourteen* a compound word?

6. Say and write the list word **telephone**.

How many syllables do you hear?

What is the initial consonant sound of the final syllable?

Circle the letters that spell it.

The word **telephone** comes from the Greek words *tele* (which means "distant, far") and *phone* (which means "sound").

7. Say and write the only list word that has a double consonant.

Write its base word.

What do you notice about the vowel sound before the double consonant letters?

8. Say the word **history**.

How many syllables are there?

Look at its pronunciation: (his' tə rē) or (his' trē)

Say the word again carefully.

Write it.

9. Say and write the list word that is a homophone for **forth**.

What vowel + r sound do you hear?

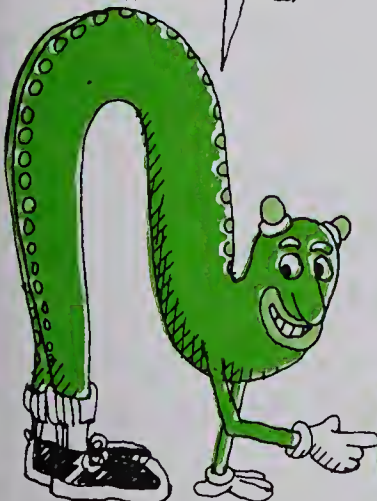
Circle the letters that spell /ôr/.

There are only a few words that spell /ôr/ with **our**.

Some of them are: **mourn** **course** **resource**



Remember



Some compound words, such as **twenty-five**, are spelled with a hyphen.


Extending Your Spelling Skills

1. Read these sentences and then have your teacher or classmate dictate them.

1. All the people working in this department are between sixteen and sixty.
2. The formula had to be kept at a temperature of thirty below zero.
3. The gorilla was moved to his fourth zoo.
4. When he was only fourteen, he won his seventh skateboard championship.
5. The telephone company hired twenty-five more people.
6. This house has an interesting history.

Proofread your sentences for spelling and punctuation.

2. Write the answers to these problems in number words.


$$30 + 30 = \underline{\hspace{2cm}}$$

$$30 - 16 = \underline{\hspace{2cm}}$$

$$70 + 20 = \underline{\hspace{2cm}}$$

$$30 - 5 = \underline{\hspace{2cm}}$$

$$18 + 12 = \underline{\hspace{2cm}}$$

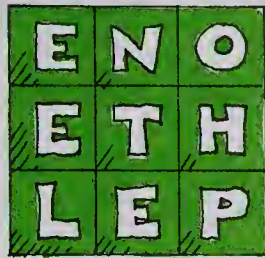
$$20 + 8 = \underline{\hspace{2cm}}$$

3. Rewrite these sentences by replacing the underlined words with list words that have a similar meaning. If you're not sure of the meaning of the underlined words as used in the sentences, check with a dictionary.

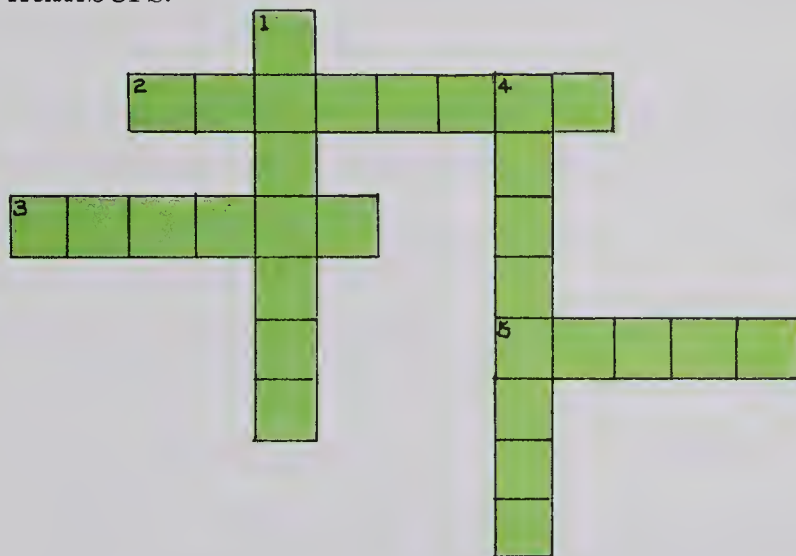
1. It was an extremely unusual event.
2. This old ring has an interesting past.
3. I was relying on you to fix supper.
4. She took charge of the sales division last year.
5. The scientist was working on a secret recipe.



4. These two word squares each contain a list word. To find them you must go up, down, or sideways but *not* diagonally. You *cannot* skip a square.



5. Write all the list number words (except those that end in the letters **th**) in ascending order.
6. Complete this crossword puzzle with number words. Write the answers in your book using the puzzle numbers.



1. the number before seventeen
2. an "unlucky" number
3. $30 \times 3 = \underline{\hspace{2cm}}$
4. $3 \times 6 = \underline{\hspace{2cm}}$
5. seventh, eighth, ninth, $\underline{\hspace{2cm}}$

Unit Test

How did you do on the Unit Test?

Did you still find some words difficult? Why?

Record your score.



Ontario
Newfoundland
Labrador
Hawaii
Edmonton
Japan
Columbus
British Columbia
rid
inch
kicked
wishing
gym
skip
quick
skin
Christmas
until

Pretest

How many words did you spell correctly?
Which words did you find difficult? Why?
List these words in your spelling record.

Study Helps

1. Use each of these clues to write a list word that begins with a capital letter:

- It means “new found land.”
- Canada’s Pacific province
- Its capital is Tokyo.
- the capital city of Alberta
- part of the United States
- Its capital city is Toronto.
- an explorer
- part of the province of Newfoundland

2. Say and write the word **gym**.

What vowel sound do you hear?

Circle the letter that spells the vowel sound.

Which letter spells the initial /j/?

Write the word of which **gym** is an abbreviation.

Consult a dictionary if you’re not sure.

Say and write the other list word that begins with /j/.

How is /j/ spelled in this word?

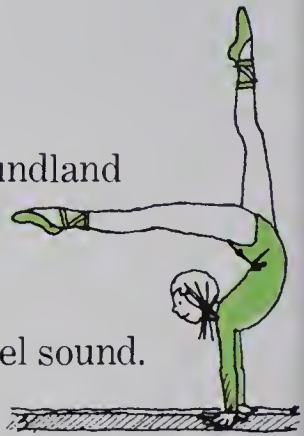
3. Say and write the list words in which you hear /i/.

How is /i/ spelled in these words?

Here are some other words in which **y** spells /i/.

synonym **hymn** **Egypt** **gypsy** **typical**

4. Say and write the list words in which /k/ is spelled **c**.
Say and write the list words in which /k/ is spelled **k**.
In which list words is /k/ spelled **ck**?



5. These list words are written in their pronunciation symbols. Say each one carefully and then write it in its regular spelling.

(on tār' ē ō')

(nū' fənd land')

(lab' rə dōr')

(hə wī' ē)

(ed' mən tən)

(jə pan')

6. Say and write the list words that have the letters **ch**.
In which word do the letters **ch** spell /k/?

7. Say and write the list word whose pronunciation is (hə wī' ē).

Underline the letters that spell /ī/.

Which letter spells /ē/?

There are very few words that spell /ī/ with **ai**.

Another is **aisle**.

8. Say and write the list word in which you hear /kw/.
Underline the letters that spell /kw/.

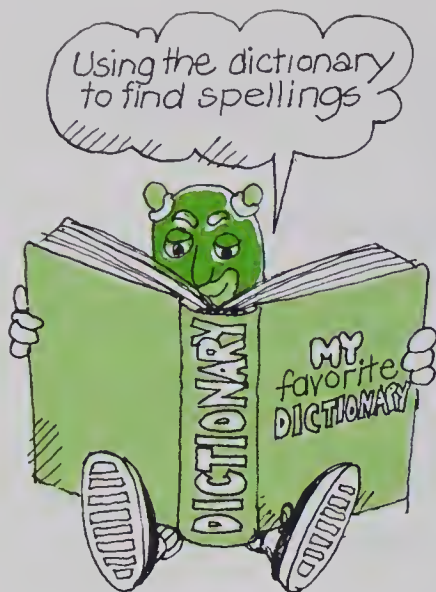
Which letter always follows **q**?

9. Write the list words that have the ending *ed* or *ing*.
Circle the base word of each.

10. Say and write the list words that rhyme with these words:



The name of a place, person or thing always begins with a capital letter.



Extending Your Spelling Skills

1. A dictionary helps us to find *meanings* and *pronunciations* of words. It also helps us to find out the *spelling* of a word.

Suppose you wanted to write this sentence and weren't sure how to spell the word written in pronunciation symbols. What could you do?

We had a good time in the (jim).

Think of the different ways in which the consonant and vowel sounds in a word can be spelled. This can help you imagine the spelling of the word. Then check your letter combinations with a dictionary until you find the word.

You may ask yourself some questions.

Does (jim) begin with the letters **ji**? Look under **ji** in the dictionary. If it is not there, think what other letter, besides **j**, can be used to spell /j/.

What other letter, besides **i**, can be used to spell /i/?

If you can't remember what other letter (besides **j**) spells /j/, look in the chart on *Common Spellings of English Sounds* on pages 160—161.

How might you locate this word—(nok)?

To find a word in a dictionary, you must know at least the first two letters.



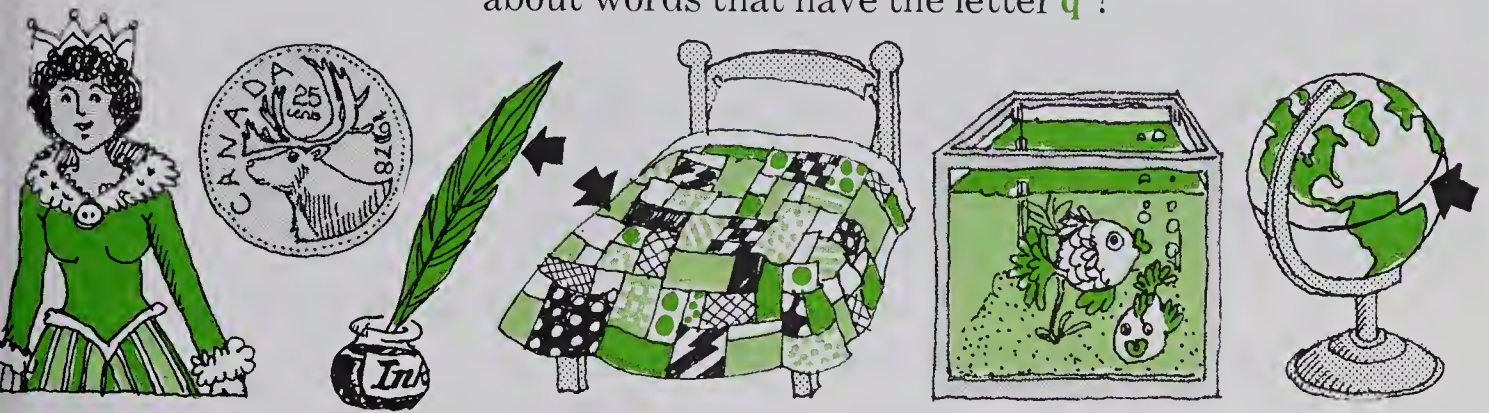
kicked, across the gym, quick,
skip, landed, trampoline



catches of fish, excitement, fishing
village, laughter, feast

3. Complete these sentences with list words.

1. The Canadian fishermen had large catches of fish off the coasts of _____ and _____.
2. Susan's family went by plane from _____, Alberta, to Toronto, _____.
3. My family enjoyed the warm, sunny weather in _____ last winter.
4. Tokyo was my first stop on my tour of _____.
4. One word in this unit begins with **qu**. Write the word. Match the pictures with **qu** words. What do you notice about words that have the letter **q**?



5. Here is another of Porta's codes.

A	B	C	D	E	F	G	H	I	J	K	L	M
Z	Y	X	W	V	U	T	S	R	Q	P	O	N

Decode this message and write it in your notebook.

The message has been sent in groups of letters. When you have decoded it, you have to combine the letters to make the proper words.

FIZMR FNRMH FWYFI BMLGO
ZYIZW LIGVO OMFNY VIHRC
GLOVZ EVVWN LMGLM MLDZM
WUOBG LGLIL MGL

Unit Test

Compare your Pretest results with your Unit Test results.
Did you do better on the Unit Test?
Record your score.

Looking Back

1. Look at your spelling record for Units 19 —23 to see which words you misspelled, and the kinds of errors you made. If you're still finding difficulty spelling these words, use the LOOK SAY COVER WRITE CHECK method to help you study these words.
2. Change each of these base words into a list word by adding one of these suffixes:

<i>ment</i>	<i>ation or ion</i>	<i>ful</i>	<i>ly</i>	<i>or</i>
educate	elevate	usual		
complete	equip	care		
hard	advertise	play		
inform	beauty			

Check your spelling with your book.

3. These list words are written according to their dictionary pronunciations. Pronounce them carefully and write them according to their regular spelling.

(tel' ə fōn')	(mēr' mād')	(tôr' tās)
(kī ō' tē)	(i lek' trik)	(mū' zik)
(hård' lē)	(his' tæ rē)	(ad' vər tīz' mənt)
(hə wī' ē)	(jə pan')	(gə ril' ə)

4. Wonder Worm was trying to visit as many places as possible. Unfortunately, all the place names were jumbled up and that got Wonder Worm confused. Help Wonder Worm unscramble each place name and write it correctly in your book. Remember to begin each place name with a capital letter.



tonoari

rlaobdar

dnenwa-
lfdoun

nedotonm

npaja

wihaai

5. Copy this chart in your book.
Complete it with the missing words.
In the spaces where no word fits, write D.N.F. (Does Not Fit).

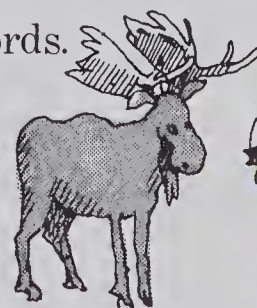
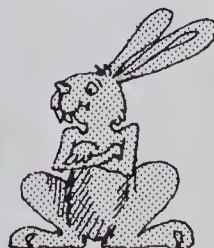
Base word	Plural form	<i>ed</i> or irregular form	<i>ing</i> form
go	_____	went	_____
cover	_____	_____	covering
drive	_____	_____	_____
invite	_____	invited	_____
_____	_____	fixed	_____
roll	_____	_____	_____
smash	_____	_____	_____
give	_____	_____	_____
feed	_____	_____	_____

6. Your teacher or classmate will dictate this paragraph.

When my experiment failed for the seventh time, I knew that something had to be wrong with the formula. I was completely careful in following the instructions. I had made sure that my equipment was working properly. What was happening? Had someone fed wrong information into the computer? I was about to give up when the head of my department entered.

Proofread your paragraph for spelling and punctuation.

7. Match these pictures with list words.



8. Copy these math problems in your book. Complete the problems with number list words.

Subtract _____ from _____ to get sixty.

Add _____ to _____ to get twenty-nine.

Multiply sixteen by _____ to get zero.

Add twenty-five to _____ to get fifty-three.

9. Rewrite these sentences and replace the underlined words with list words that are *antonyms* (words of opposite meaning).

1. The concert began just as I left the room.

2. The closing sale will begin next week.

3. She had a serious look on her face.

4. I was slow to catch on.

10. Wonder Worm is attempting to write again, but has forgotten how to spell some words. Proofread Wonder Worm's paragraphs for spelling and punctuation and write them correctly in your book.

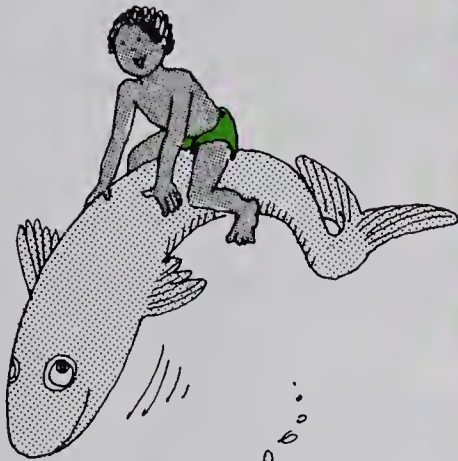


Kiwyote sounded angry when he adressed the animals.

"Stop giving me excuses and wrong information," he said. "What's happening? Don't be foold. I'm going to test that formula by eksperiment. If it works, we are in trouble and have to be extremlie careful. You must trust me completly."

What do you think the coyote was talking about?
Write one or two paragraphs to complete the story.

11. Complete each rhyme with a list word.
Write the pairs of rhyming words in your book.



We'll be heading north
On August the _____.

It won't be a mystery
If you knew its whole _____.

What fun to ride a porpoise
Or a giant _____.

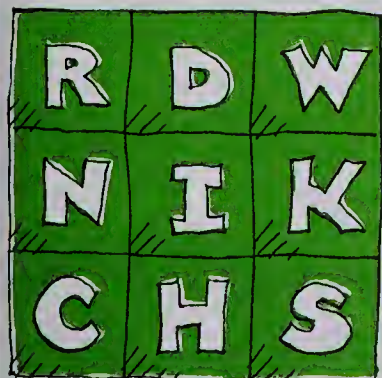


12. Use the *Mini-Dictionary* at the back of the book to find the meaning of the underlined words.
In your notebook, write each word and the number of the dictionary meaning that fits the sentence.

1. We fed logs to the campfire.
2. I astonished him with my playful remark.
3. She was wearing a fawn gown.
4. The beautiful weather invited us to take a walk.
5. She has a quick temper.
6. He covers four hundred kilometres in one day.
7. The bird wings its way to the south in winter.
8. The children will hardly come for practice in this bad weather.
9. You should be counting yourself lucky to be alive.
10. Grain is stored in the elevator.

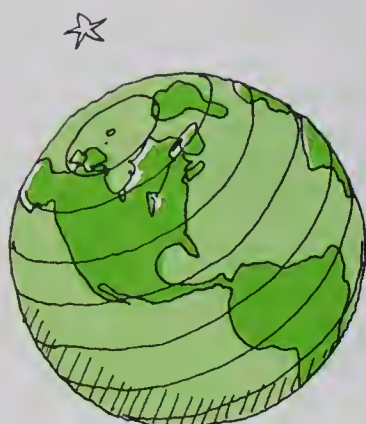
13. Here is another word maze. If you are not sure how to solve a word maze, refer to Unit 9.

Find three list words, the base word of another, and as many other words as you can.



Geography Words

longitude	eclipse	hemisphere	oasis
latitude	rotation	reservoir	strait
altitude	revolution	density	tundra
elevation	meridian	climate	barometer



1. Say the word **latitude**

Write it in syllables.

Say and write the other two list words that have the same final syllable.

2. Say and write the word (rev' ə lü' shən).

How is /ə/ spelled in the second syllable and the final syllable?

Write its base word. What does the base word mean?

Read these sentences. What is the meaning of the underlined words as used? If you're not sure, check with the *Mini-Dictionary*.

I wonder if all the planets revolve around the sun.
The revolution of the earth around the sun takes a year.

Say and write the other two list words in which the final syllable is /shən/.

Write the base words.

3. Say the word **reservoir** carefully.

Write it in syllables.

Notice how the final syllable is spelled.

Use the Study Method to help you learn this word.

4. Say and write the list word in which you hear /f/.

How is /f/ spelled?

What letters spell the vowel + r sound?

5. Say and write the list word whose pronunciation is (klī' mit). Circle the letters that spell /it/.





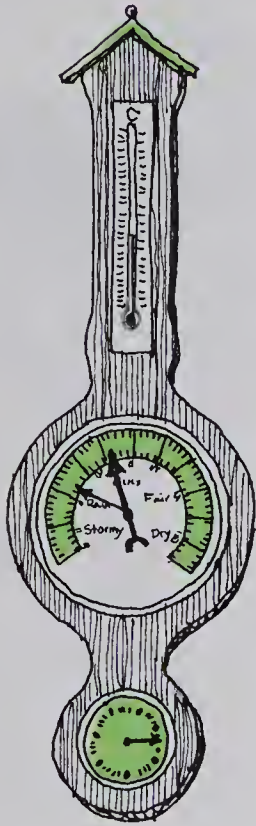
6. Write the list word that means "a partial or complete darkening of the sun or the moon."

How many syllables are there?

Underline the stressed syllable.

What is the vowel sound in the first syllable?

How is it spelled?



7. Say the word **oasis**.

How many syllables are there?

Look at its pronunciation: (ō ā' sis)

Say the word again carefully. Write it.

8. Say this picture word.

How many syllables are there?

Which syllable is stressed?

Look at its pronunciation: (bə rom' ə tər)

How is /ə/ spelled in each unstressed syllable?

Write the word.

9. Complete these sentences with list words.

(a) The earth's _____ on its own axis causes day and night, but the earth's _____ around the sun brings on the seasons.

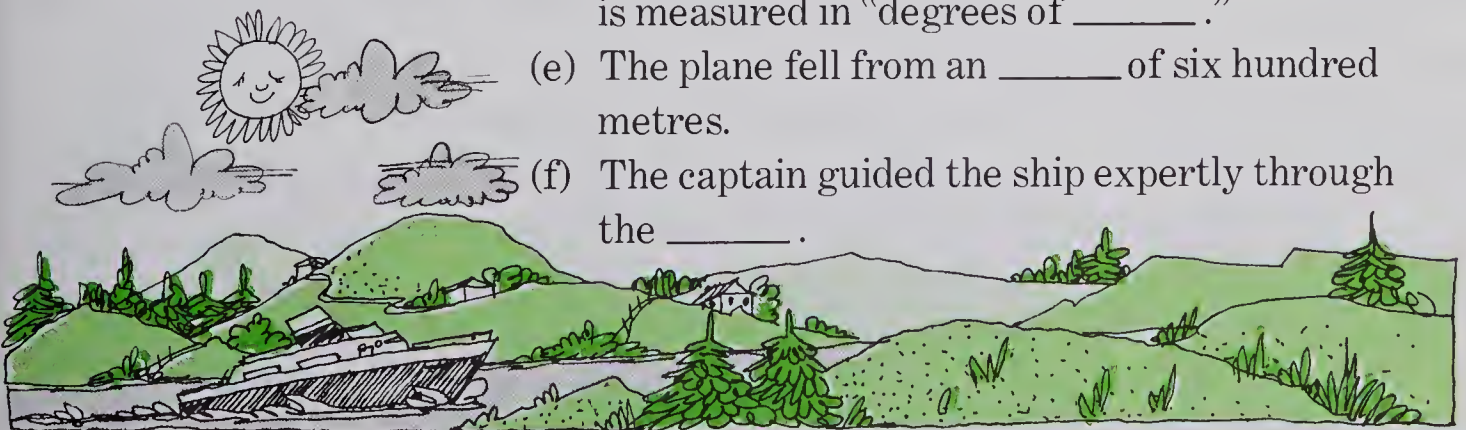
(b) The line that divides the globe into the Eastern and Western hemispheres is called the Prime _____.

(c) The ground beneath the surface of the _____ is usually frozen for the greater part of the year.

(d) The distance between the Equator and the poles is measured in "degrees of _____."

(e) The plane fell from an _____ of six hundred metres.

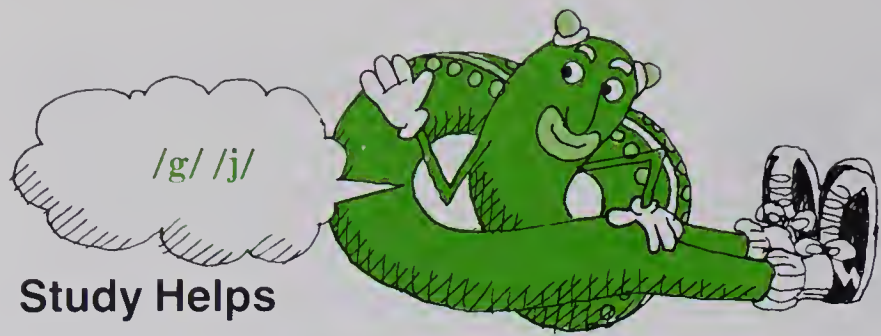
(f) The captain guided the ship expertly through the _____.



engine
 imagine
 managed
 manager
 garage
 gently
 grand
 group
 gives
 glove
 figure
 grab
 given
 gods
 experiments
 extra
 dangerous
 again

Pretest

How many words did you spell correctly? Which words did you find difficult? List these words in your spelling record.



Study Helps

1. As you read the underlined words in the following sentence, listen for the two different sounds represented by the letter **g**.

The manager of the garage managed to fix the engine.



Write the word in which /g/ is spelled **g**.

Write the words in which /j/ is spelled **g**.

Note that when the letter **g** spells /j/, it is usually followed by either **e** or **i**.

2. Write the list words in which the initial /g/ is spelled **g**.

Say and write the list word in which the initial consonant sound is /j/. How is it spelled?

3. Write the list words in which /g/ is spelled **g** *other than* at the beginning of the word.

Write the list words in which /j/ is spelled **g** *other than* at the beginning of the word.

4. Say and write the two list words whose base word is **manage**.

Say and write the two list words whose base word is **give**.

5. Say and write the word **imagine**.
 What are the two final sounds you hear?
 Circle the letters that spell /ən/.

Say and write the other two list words in which the final sounds are /ən/.

In each of these words, circle the letters that spell /ən/.

6. Say and write the word **again**.
Do you pronounce it (ə gen') or (ə gān')?
No matter how you say it, remember that the letters
ai spell the second vowel sound.

7. Say and write the word **figure**.
How many syllables do you hear?
Do you pronounce it (fig' əɹ) or (fig' yəɹ)?
No matter how you say it, remember that the second
syllable is spelled **ure**.
Use your study method to help you learn to spell this
word.

8. Write list words that are formed from these base
words: **danger** **give** **manage** **gentle**

Beside each list word, write the suffix or ending that
was added to the base word.

9. Write the list words in which you hear /ks/.
Circle the letter that spells /ks/.

10. Say and write the word **group**.
Circle the consonant blend.
What vowel sound do you hear?
How is it spelled?

There are few words that spell /ü/ with **ou**.

Some of them are: **soup** **souvenir**

11. Say and write the word **glove**. Circle the consonant blend.
What vowel sound do you hear? How is it spelled?

Say and write the list word in which the letter **o**
spells /o/.

The letter **g** can be used to spell /g/ as in grand.
The letter **g** can be used to spell /j/ as in gently or
engine.



Extending Your Spelling Skills

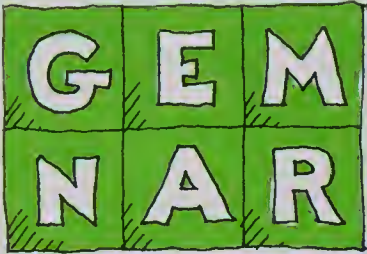
- Complete these sentences using as many list words as possible.

The manager of the garage _____.

Can you imagine _____?

_____ is dangerous.

Our experiments _____.



- Use the letters in the box to write as many words as you can. Each word must have the letter **g**. You can move in any direction as many times as you want, but you cannot jump over a letter.

- Add as many of these endings or suffixes as you can to each word in the box below.

In your notebook, write the words you have formed.

ed ing ly er ous en

give	manage	wonder	grace	hide	sweet
danger		final		love	

- Use any of your subject areas to help you make a list of words in which the initial /j/ is spelled **g** as in **gentlemen** or **gymnasium**.

- Wonder Worm is trying to write a story. Complete Wonder Worm's story in your book.



The manager of the garage went to investigate the noise. He let himself in quietly. It was pitch dark and he thought it best not to switch on the lights. All of a sudden he saw a figure in

6. Complete these words with either **g** or **j** or with both these letters.

Write the words in your book.

ma__esty	mar__arine	bar__ain
__roup	dan__erous	__ods
fra__ment	__ud__e	__un__le
__ara__e	dama__e	__a__uar
__i__saw	a__ain	__ently

7. Complete each rhyme with a line of your own.

A whole basin of soup

The knight showed his love

8. Can you find at least one other word in each of these words? Do not rearrange the letters.

Copy these words, and, beside each, write the other word(s) you found.

again	glove	scare
manage	flower	cease
figure	sample	smash

9. Read each group of words. What is the meaning of the underlined word as used? If you're not sure, check with a dictionary. Write the underlined words in your book. Beside each, write a list word that has a similar meaning.

— <u>handled</u> money well	— <u>risky</u> investment
— <u>spare</u> tire	— <u>splendid</u> feast
—costly <u>tests</u>	

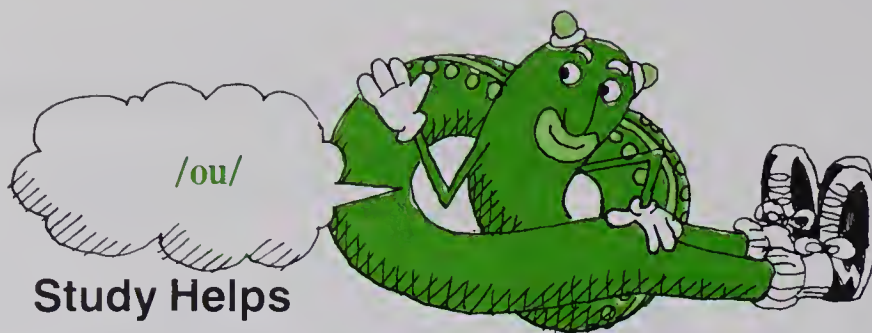
Unit Test

How many words did you spell correctly? Record your score.

sounds
grounds
pound
pounds
proud
double
touch
cloud
mountains
office
rushed
smash
splash
washed
shine
shoots
friend
it's

Pretest

How many words did you spell correctly? If you misspelled a word, look carefully to see why and where you made the mistake(s).



Study Helps

1. Read this sentence and listen for the vowel sound in each underlined word.

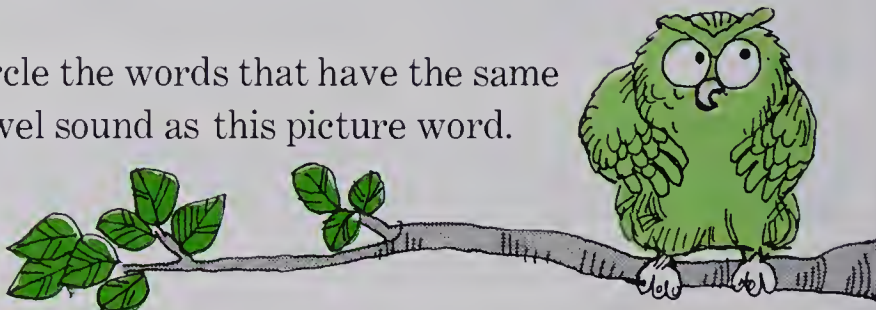
Our clown had trouble painting his big round mouth.

Write the three underlined words that have the vowel sound /ou/ as in **clown**.

In which word do the letters **ou** spell /u/ as in words like **cousin** and **touch**?

2. Say and write all the list words that have the letters **ou**.

Circle the words that have the same vowel sound as this picture word.



What vowel sound do the rest of the **ou** words have?

There are few words that spell /u/ with **ou**.

Here are some more: **couple country southern young**

Say and write the list word in which /u/ is spelled **u**.

3. Say and write these words:

rushed

washed



Write the base words.

Which two letters spell the final sound in each base word?

Add the ending *ed* to each base word.

What sound does the ending *ed* spell — /d/ or /t/?

Notice that the ending *ed* spells /t/ when it is added to a base word ending in /sh/.

Say and write the other two list words in which the final sound is /sh/.

Circle the consonant blend letters.

Add the ending *ed* to each of these words.

What sound does the ending *ed* spell?

4. Say and write the two list words in which you hear /o/.
In each word, circle the letter that spells /o/.

Here are some other words that spell /o/ with the letter **a**: **watch** **almost** **call**

5. Say and write the word **mountains**.

How many syllables do you hear?

Which syllable is stressed?

Look at its pronunciation: (moun' tənz)

What letters spell /ə/?

Say each of these two-syllable words.

Listen for /ə/ in each unstressed syllable.

Notice how it is spelled.

certain **fountain** **captain** **curtain**

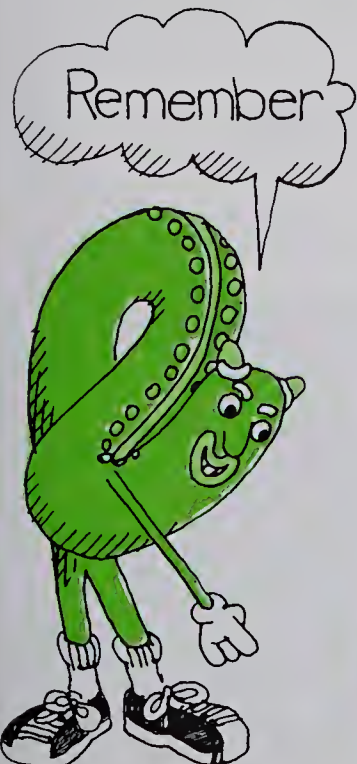
6. Say and write the list words in which you see the "i-consonant-e" spelling pattern.

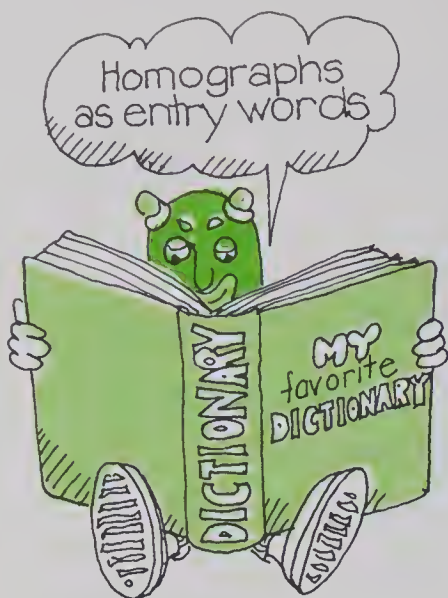
Circle the word in which this pattern spells /ī/.

In the other word, what vowel sound does the pattern spell?

7. Write the word for a person who will always stand by us.
8. Write the list word that is a contraction for **it is**. What letter does the apostrophe replace?

The letters **ou** can spell /ou/ as in **sounds** or /u/ as in **touch**.





pound¹ (pound) **1** a measure of weight; 16 ounces (about 0.45 kilograms). **2** a unit of money of Great Britain, worth about \$2.00 in Canadian money. *n., pl. pounds or pound.*

pound² (pound) **1** hit hard again and again; hit heavily: *He pounded the door with his fist.* **2** beat hard; throb: *After a hard run your heart pounds.* *v.*

sound¹ (sound) **1** what is or can be heard: *the sound or music, the sound of thunder.* **2** the distance within which a noise may be heard: *If you go outside, please stay within sound of the phone bell.* *n.*

sound² (sound) **1** healthy; free from disease: *a sound body, a sound mind.* **2** correct; right; reasonable; reliable: *sound advice, sound religious teaching.* *adj.*

sound³ (sound) try to find out the views of; test; examine: *We sounded out Mother on the subject of a picnic.* *v.*

sound⁴ (sound) a long, narrow strip of water joining two larger bodies of water or separating an island and the mainland: *Queen Charlotte Sound.* *n.*

Extending Your Spelling Skills

1. The main purpose of a dictionary is to explain the *meanings* and give pronunciations of words. Most words have more than one meaning. The different meanings help us to understand the words better and to use them correctly.

Sometimes there are two entries for a word. Look at the two entries for **pound**. These two words are called *homographs*. They have the same spelling, but have different origins and different meanings.

You can identify homographs in the dictionary by small raised numbers after entry words that have the same spelling.

Read the sentences below. Write the sentence number and the word **sound** with the small raised number of the entry that covers its meaning.

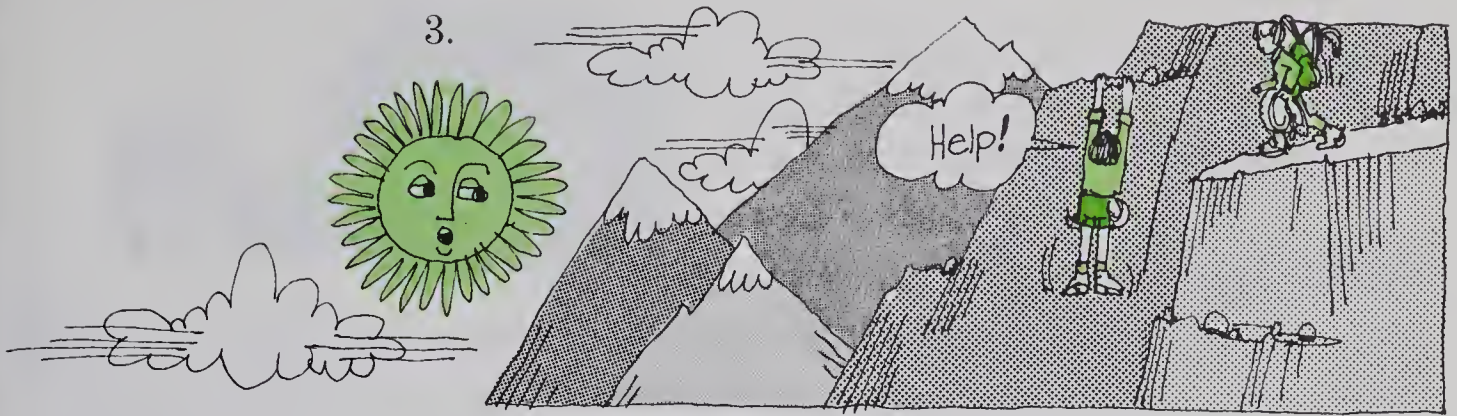
For example: **1. sound**³

Use the dictionary entries at the left.

1. The principal gave us sound advice.
 2. The sound of the pounding drums annoyed us.
 3. We tried to sound out our parents on the subject of camping.
 4. The boat was swept into the sound.
2. Your teacher or classmate will dictate these sentences:

1. The clouds seemed to touch the top of the mountains.
2. Sounds of music were coming from the fair grounds.
3. These apples are twenty cents a pound, but it's double the price for those.
4. My friend and I rushed into the principal's office to hear the good news.

3.



Imagine yourself as one of the people in the illustration.

Write a few sentences describing your experience.

Check your work for spelling and punctuation.

4. Say and write these words: **clown** **out**

Circle the letters that spell /ou/.

Write these words, completing them with the correct letters that spell /ou/.

fr ____ n

cl ____ ds

pr ____ d

p ____ er

c ____ ard

fl ____ r

pl ____ gh

dr ____ ght

f ____ ntain

gr ____ nds

dev ____ r

pron ____ nce

5. Rewrite each of these sentences replacing the underlined word with a list word of similar meaning.

1. A haughty person is always unpopular.

2. That was twice the price I paid for it.

3. After the race, my heart throbs.

4. What position do you hold?

5. My comrade was hurt.

6. How many rhyming words can you write for **pound**?
Remember that there are some words that sound the same, *but* are not spelled exactly the same.



Unit Test

Did you get a perfect score?

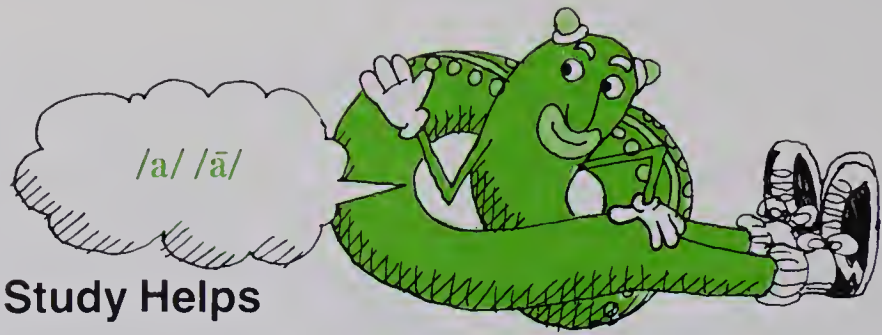
Did you still find some words difficult?

Mark your chart.

wake
trail
trails
ways
sail
exclaimed
explained
basement
Dad's
happens
grave
pain
tank
thanked
danced
yards
through
people

Pretest

How many words did you spell correctly?
List the words you found hard to spell in your spelling record.



Study Helps

1. Read the following verse and listen for /ā/ in the underlined words.

Perhaps one day
I'll sail away,
With fate unknown,
I'll make my way!

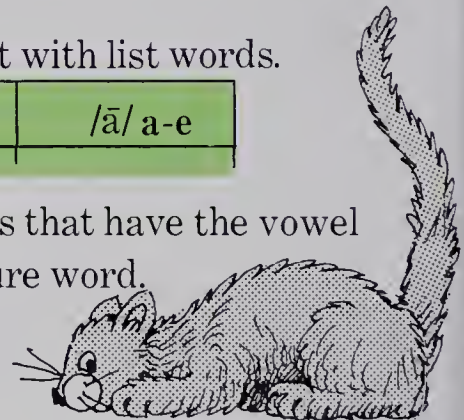


Write the underlined words. Underline the letters that spell /ā/. Write the different spelling patterns that are used for /ā/.

2. Complete the following chart with list words.

/ā/ ai	/ā/ ay	/ā/ a-e

3. Say and write the list words that have the vowel sound you hear in this picture word.



4. Write the list word that rhymes with this picture word.



5. Say and write the list words that have the ending *ed*.
Beside each word, write either /d/ or /t/ for the pronunciation of *ed*.

Write the list word in which the final /t/ is *not* spelled e.

6. Say and write the list words in which you hear /k/.
Circle the letter that spells /k/.

7. Write each of these words in their regular spelling:

(eks klāmd')

(eks plānd')

8. Write the list words that have a consonant blend.
Circle the consonant blend letters.
In which words are two consonant sounds spelled
with a single letter? Write them.

Say and write two list words that begin with a special
sound that is spelled with *two* letters. Underline
these two letters.

9. Say and write the word **danced**.

What consonant sound does the letter **c** spell?

Say and write the other list word that has **c**.

What consonant sound does it spell?

Say and write the list words in which /k/ is spelled **k**.

Say and write the list words in which /s/ is spelled **s**.

10. Write the list word that has an apostrophe.
Is this word a contraction or a word that shows
possession?
In this word, what does the apostrophe mean?

11. Write a list word that is a homophone for each of
these words:

threw **sale** **pane** **weighs**

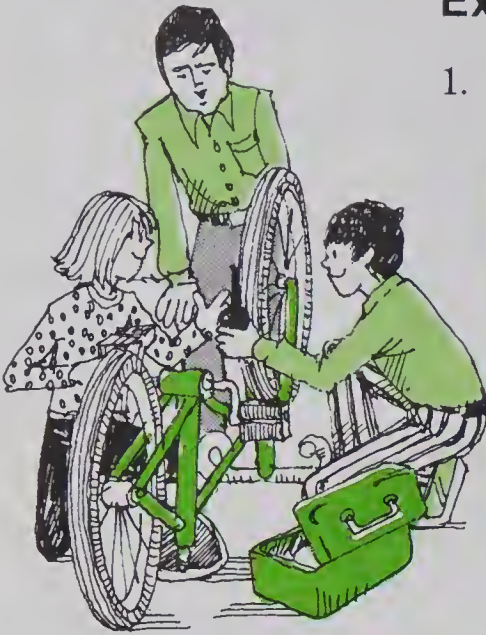
12. Say and write the list word in which you hear /ē/.
Circle the letters that spell /ē/.

13. Say and write the two-syllable list words.
Mark the stressed syllable.
Circle the words that have a stressed second syllable.

Remember

The vowel sound /ā/ can be spelled in different ways
as in wake, sail and ways.

Extending Your Spelling Skills



1. Your teacher or classmate will dictate these paragraphs:

We fixed our bikes and hiking equipment in Dad's basement, and thanked him for his help. Early the next morning, we studied the map of the mountain trail for the last time. Dad explained the importance of following the map.

"People get lost because they don't follow the map," he said. "If anything happens, don't panic."

Proofread your work for spelling and punctuation.

2. Help Wonder Worm spell words by joining the letters in Column A to those in Column B. But Wonder Worm has to supply the missing vowel letters too!

Column A

bl

br

gl

cr

pl

fl

gr

tr

Column B

nk

ck

st

nd

3. Use these clues to write /ā/ words.

You may find two meanings for the same word.

—the part of a building below ground

—a path across an unsettled region

—tell the meaning of something

—open your eyes

—to follow

—a burying place

—speak suddenly in surprise

—a large piece of canvas

—very serious

—hurt

4. Write more words by replacing the initial consonant letter of each of these words.

For example: wake — bake, cake, fake, snake

ways sail pain tank

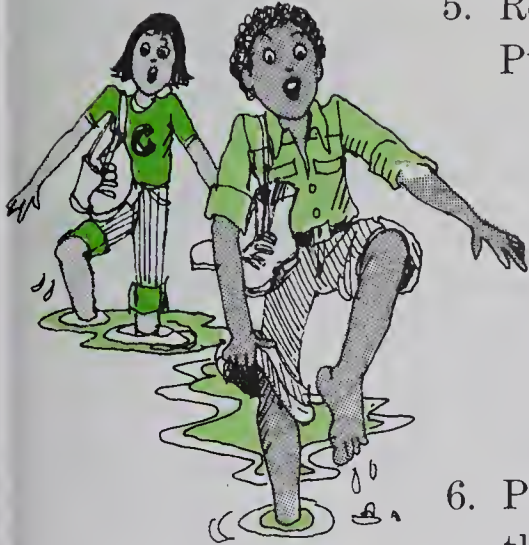
5. Rearrange each group of words to write a sentence. Put in the necessary capitalization and punctuation.

1. explained trails people built were how these

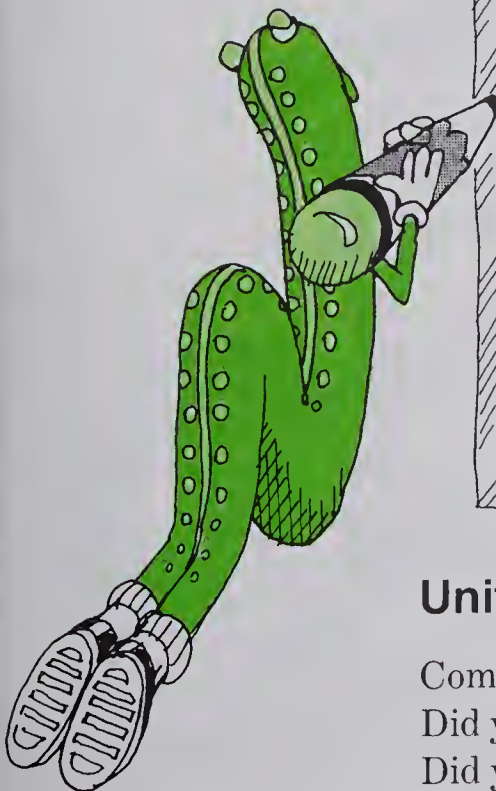
2. pain water through sent cold the legs my

3. happens when rains what it basement your to

6. Proofread Wonder Worm's sentences and rewrite them correctly in your book.



1. "That ship is sail straight toward us," exclaim the lookout.
2. I was explain what happen.
3. They sail away without thank us.
4. What is happen here?
5. After we had explain the rules, they thank us.



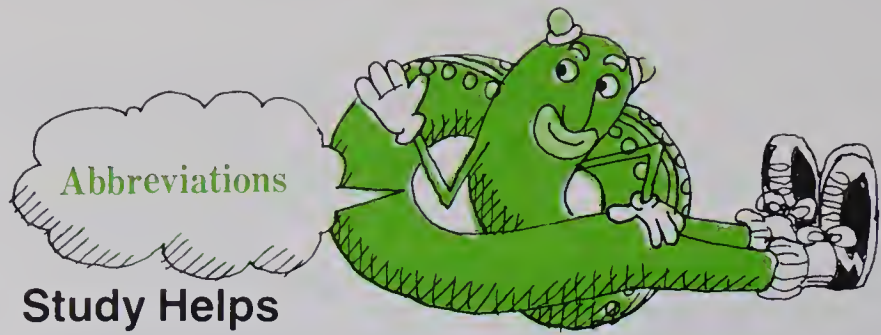
Unit Test

Compare your Pretest results with your Unit Test results. Did you do better on the Unit Test? Did you still find some words difficult? Mark your chart.

president
 professor
 sheriff
 ranger
 sergeant
 O.K.
 p.m.
 page
 TV
 guards
 guide
 ambulance
 ho
 ill
 patrol
 pirate
 Mr.
 Mrs.

Pretest

How many words did
 you spell correctly?
 If you misspelled a
 word, look carefully to
 see why and where
 you made your
 mistake(s).



Study Helps

1. Read the following sentence. Notice the use and spelling of the abbreviations.

Would it be O.K. if I watched
 TV at 9:00 p.m.?

Rewrite the above sentence replacing the
 abbreviations with complete words.

What does **p.m.** mean? The abbreviation **p.m.** comes
 from the words *post meridiem*. The word *post* means
after. The word *meridiem* is a Latin word meaning
midday.

Say and write the other two abbreviations from the
 word list.

2. Write the list word that matches each of these clues:



a police
 officer



the chief officer
 of a club, company,
 or country



a messenger
 in the House
 of Commons in
 Ottawa



one who attacks and
 robs ships at sea



a law-enforcing
 officer



one who shows and
 explains points of
 interest to visitors



people who make
 rounds to watch
 buildings



a person who
 looks after a
 forest or park



a teacher in a
 university or
 college



a vehicle that
 carries sick or
 wounded persons



3. Say and write the list words that have an initial /g/.
Circle the letters that spell /g/.
The letters **gu** at the beginning of a word usually spell /g/.
Say these words. Listen for the initial /g/.

guess guitar guarantee guilt

4. Say and write the list word in which the initial sound is /sh/.
What is the final consonant sound? How is it spelled?
Say and write the other list word that ends in a double consonant.

5. Say and write this word: (sär' jənt)
How is /är/ spelled? What letter spells /j/?
Notice that /ə/ is spelled **a**.
Use the Study Method to help you learn this word.
Write the other list words in which /j/ is spelled **g**.

6. Say and write the list word in which the pattern
"a-consonant-e" does not spell /ā/.
What vowel sound does it spell? Notice that this vowel
sound is in the unstressed syllable.
Say these words. Listen for /it/ in the final syllable or
unstressed syllable. Notice the letters that spell /it/.

obstinate private accurate chocolate

Remember

7. Say and write this word: (pə trōl')
What letter spells /ə/?
How is /ō/ spelled?
Say and write the other list word that is *not* an
abbreviation in which /ō/ is spelled **o**.

Abbreviations such as **TV** and **O.K.** are often used in
informal writing. Most abbreviations require
punctuation as in **p.m.** or **a.m.**



Extending Your Spelling Skills

1. Complete the following sentences using only list words. Write the completed sentences in your notebook.

1. The _____ of the company went to hospital in the _____ that the police _____ had sent for.

2. I'd like to watch this _____ program that's described on _____ nineteen of the guide. Is that _____ ?

3. While the _____ was on _____ in the park he met his friend the _____ .

4. The _____ made an important announcement at the university.

5. The goalie _____ the goal.



2. Write two sentences for each of these words to show that you know at least two different meanings for each word.

page pound tank guards

3. Here are the answers. Now write the questions, using the words in the brackets.

1. They found him halfway up the trail.
(patrol, professor)

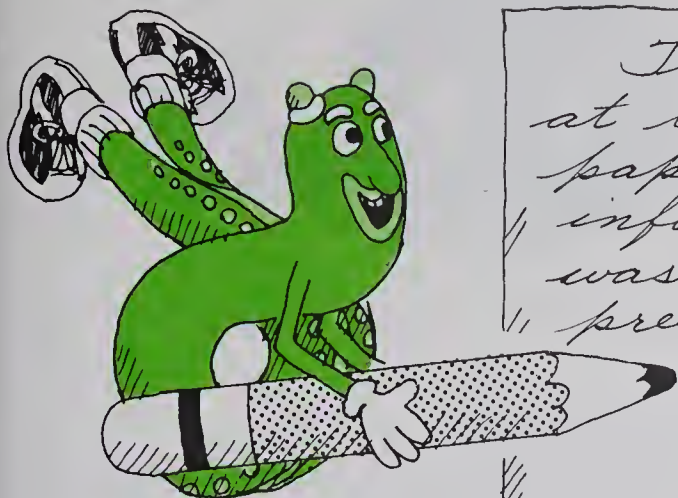
2. Because he became ill.
(sergeant, guide, ambulance)

3. "Ho, ho, ho."
(TV)

4. Proofread Wonder Worm's paragraphs and rewrite them correctly in your book.

Proofread your work for spelling and punctuation.
What do you think happened?

Write one or two paragraphs to complete the story.



The professor was staring at the torn and dirty paper. She knew that the information on that page was important to the president. She rushed out into the street and stopped a petrol car.

"Constable! Sergeant! Officer! Please take me to the president at once. I must see her!"

5. Write the list word for each pair of meanings.



—one of the leaves of a book

—in former times, a young man trained to be a knight

—a person who shows the way

—something that provides information

—the two players serving as defencemen in basketball

—safety or protective devices

—a subdivision of a troop of Boy Scouts or Girl Guides

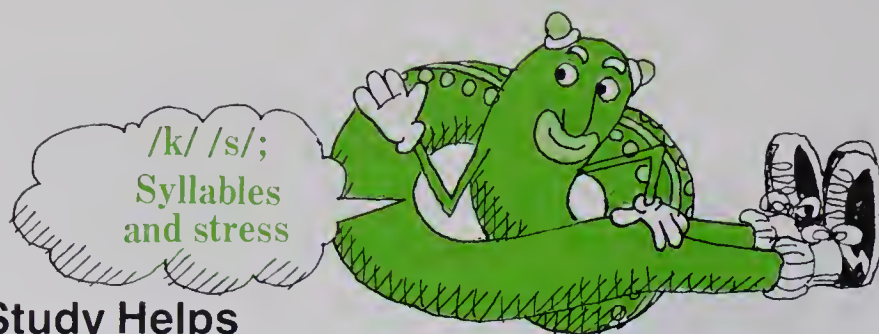
—a group of soldiers sent out to find out all they can about the enemy

Unit Test

Did you get a perfect score?

Were there any words you misspelled on the Pretest as well as on the Unit Test?

Record your score.



ouch
saucer
volcano
comfortable
calm
canoe
cents
chance
spend
tennis
collision
crazy
delicious
check
checked
country
decided
exciting

Pretest

How many words did you spell correctly? List the words you found difficult in your spelling record. Study the words you misspelled and found difficult.

Study Helps

1. Copy the following chart and complete it with list words.

Pronounce each word carefully.

Leave a space between syllables to show the syllable break. If you are unsure, check the word in the *Mini-Dictionary*.

One syllable	Two syllables	Three syllables	Four syllables

Saying words in syllables helps you to spell them.

2. Say and write the list words in which /k/ is spelled **c**.
3. Say and write the list words in which /s/ is spelled **c**. In each of these words, circle the letter that follows **c**. Which letters did you circle?

Notice that when **c** spells /s/, it is followed by either **e** or **i**.

4. Say and write the list words in which **c** combines with another letter to spell /k/.
5. Write the list words in which you hear /ch/. Underline the letters that spell /ch/.
6. Say and write the list word in which you hear /sh/. Circle the letter combination that spells /sh/. This word has a special spelling pattern.

Here are some other words that have this same spelling pattern.

gracious **suspicious** **vicious**

7. Say and write the word **calm**.
What vowel sound do you hear?
Underline the letter that spells /o/.
Circle the letter **l**. Does the letter **l** spell a sound?

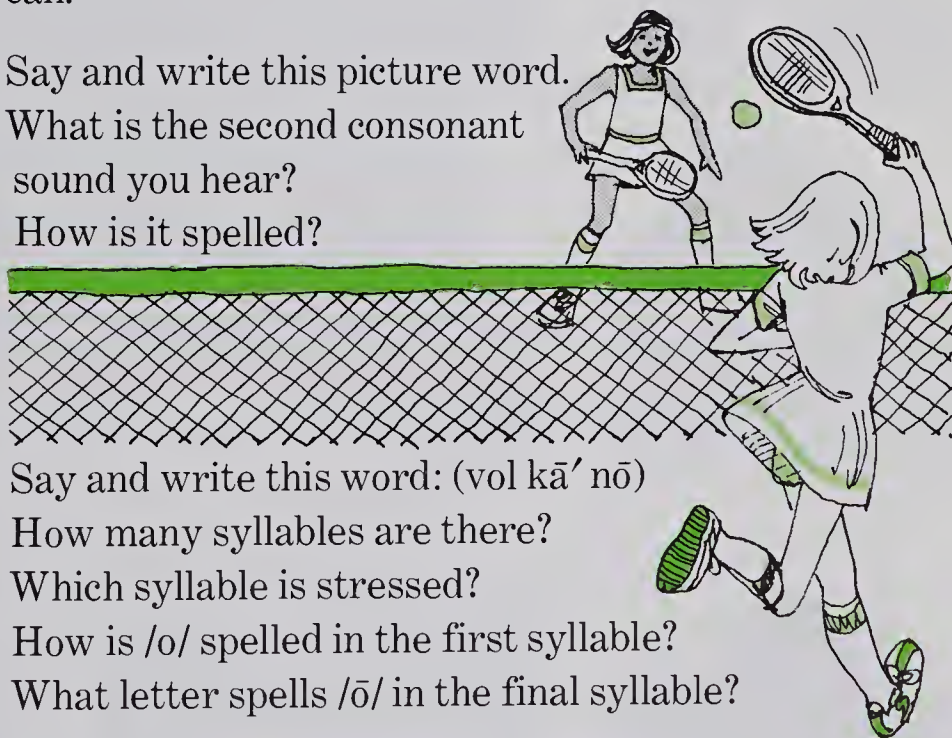
Write another word that follows this spelling pattern.

8. Say this word: (kə lɪzʰ ən)
How many syllables does it have?
Which syllable is stressed?
Say it again carefully. Write it. Use the Study Method to help you learn this word.

9. Write the base word of each of these list words:
exciting collision comfortable struck decided

Write as many other forms of each base word as you can.

10. Say and write this picture word.
What is the second consonant sound you hear?
How is it spelled?



11. Say and write this word: (vol kă' nō)
How many syllables are there?
Which syllable is stressed?
How is /o/ spelled in the first syllable?
What letter spells /ō/ in the final syllable?
Say and write the other list word in which /ā/ is spelled **a**.



Saying a long word carefully in syllables usually helps you to spell it.

Extending Your Spelling Skills

1. See how many words you can write by using the letter(s) and the sound given in each small box together with one or more letters from the larger box. In writing each word, each letter in the larger box may be used only once. Check your spelling with a dictionary.

/k/	c	
a	l	e
n	m	p
o	k	f

/k/	ck	
a	c	h
t	e	b
r	u	s

/s/	c	
t	n	s
r	a	l
	u	

/ch/	ch	
a	e	r
i	n	o
	p	k

2. Your teacher or classmate will dictate these sentences:

1. Do you think I'm crazy to say that I saw a flying saucer circling the volcano?
2. A simple meal eaten out in the countryside always tastes more delicious.
3. He appeared calm after the collision.
4. It was exciting to shoot the rapids in a canoe.
5. We checked into a comfortable motel.

Proofread your sentences for spelling and punctuation.

3. Read these groups of words. What is the meaning of the underlined words as used? If you're not sure, check with a dictionary. Write the underlined words. Beside each, write a list word that has a similar meaning. One list word may have to be used more than once.

- a determined person
- given the opportunity
- to control one's anger
- gave her a definite advantage
- to soothe the fretful child
- a thrilling race

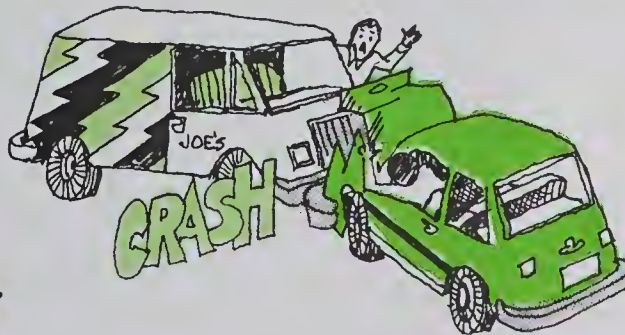


4. Here is a set of words all containing the letter **c**.
Divide the set into subsets according to the way the letter **c** is used in the spelling of each word.
Make up your own headings for the subsets.

can	lace	cake	chip	back
chair	certain	each	buck	camel
sentence	check	calm	cent	rock
canoe	chance	struck	country	office

Circle the words that appear in more than one subset.

5. Write list words from these picture clues:



Unit Test

How well did you do on this test? Was it a perfect score?
Did you still find some words difficult? Mark your chart.

Looking Back



1. Look at your own problem word list for Units 25—29 to see which words you misspelled and the kinds of errors you made. Study these words first.
2. Group these words according to the spelling patterns of the vowel sound in the stressed syllable. Use your own headings.

explain	decided	happen
exciting	trail	shine
crazy	page	pirate
thanked	grave	smash
guide	sail	ways

3. From Units 25—29, write examples that fit the following sound-symbol patterns.

Sound	Spelling	List word examples
/ā/	ai	
/ā/	ay	
/ā/	a-consonant-e	
/ou/	ou	
/u/	ou	
/g/	g	
/j/	g	
/k/	c	
/k/	ck	
/s/	c	

4. All vowel letters including **y** have been omitted from the following list words. Write them correctly in your notebook.

c__ntr__	w__k__	g__r__g__	v__lc__n__
p__nds	sh__r__ff	thr__gh	s__l
__g__n	w__s	__xc__t__ng	__ng__n__
s__c__r	c__n__	p__pl__	d__bl__



5. Your teacher or classmate will dictate these sentences.

1. Our guide said that it was dangerous to climb that mountain.
2. Some people do exciting experiments.
3. Our patrol went on duty at 12:00 p.m.
4. My friend was still calm after having trouble with his canoe.
5. We had to take the engine back to the garage.

6. Write these list words in your notebook, supplying the missing syllable.

vol•__•no

__•per•__•ments

__•mag•__

dan•__•ous

__•__•sor

__•bu•__

col•li•__

de•li•__

man•__•er

__•cit•ing

7. Use each of these words in a sentence to show that you know its meaning as well as its spelling.

it's

through

ways

fair

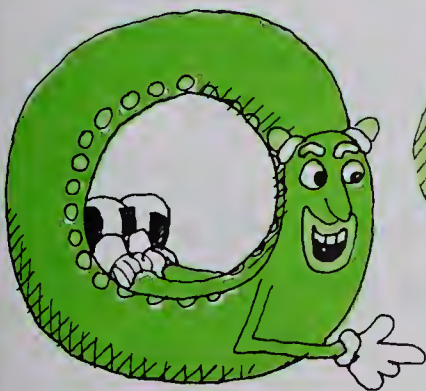
sail

cents

pain

check

8. Wonder Worm decided to use pronunciation symbols for some words in this paragraph. Rewrite Wonder Worm's paragraph in regular spelling.



The (man' ij ər) of the (gə räzh') told us that it was (dān' jər əs) to drive the car. He (eks plānd') that the (en' jən) had been badly damaged in the (kə lizh' ən). It would be (dub' əl) trouble to take the car as it was. So we (di sīd' id) to ask a passing (pə trōl') car to give us a ride back to town. We were thinking of the (di lish' əs) meal we would have when we got back to town.

9. Write the abbreviations for these words:

Prime Minister	television	cents
of the clock	Mister	metre
Doctor of Medicine	all right	kilogram

10. Say and write the list words from Units 25—29 in which the stress is on the second syllable.

11. Copy and complete this chart with list words from Units 25—29.

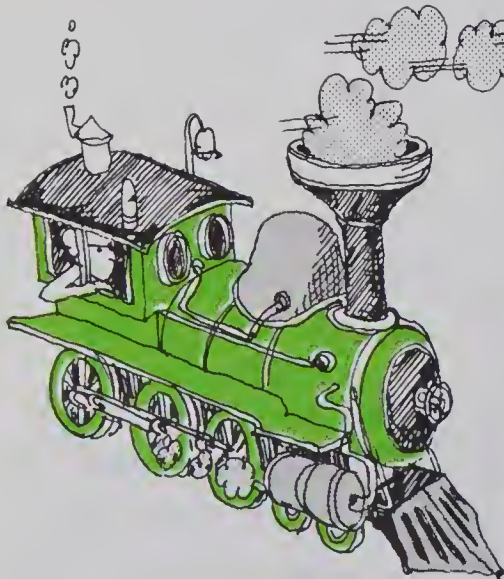
Say each word carefully before you decide in which column it belongs.

Final /s/	Final /z/

12. Use these clues to write list words that have /g/ or /j/.

Write them in two columns like this:

/g/	/j/



1. the machine that pulls a railway train
2. a rank in the army or in the police force
3. a group of people that keeps watch
4. a person who directs a team or an athlete
5. serious
6. to form an idea of
7. risky
8. a person who looks after a park
9. one leaf in a book
10. a covering for the hand
11. a place in which a car is kept
12. a geometric drawing
13. a number of people or things
14. beings that have greater powers than man

13. Write the list words from Units 25 — 29 that have three or four syllables.
Say each word carefully. Mark the stressed syllable.

14. These sentences sound silly! But they won't be if the letters of one word in each sentence are rearranged. Write down the "incorrect" words. Beside each "incorrect" word, write the correct list word.

1. We followed the trial that led us to a stream.
2. Scientists are trying to find new jaws to prevent disease.
3. You musn't lose the gape.
4. What happened to the ails?
5. I made a brag for the apple.

15. Wonder Worm is daydreaming! Proofread Wonder Worm's daydream and rewrite it correctly in your book.

I had the power to be anybody and do whatever I wanted. Whoosh! I was in a flying saucer high above the volcano. That was eksiting! Then I became a pirit paddling madly in a kanoe — that didn't get me very far. I tried being a proffeser conducting all kinds of eksperiments. Whew! That was danjerous.



Social Studies Words

constitution	parliament	customs	monarchy
inhabitants	senate	temperate	agriculture
responsibility	municipality	feudal	commerce
voyageur	federal	multicultural	consumer



1. Complete these sentences with list words:

- (a) Canada is a _____ country and enjoys the different traditions and _____ of her people.
- (b) The Canadian _____ is made up of the _____ and the House of Commons.
- (c) Britain is a _____.
- (d) Much of Canada lies in the North _____ Zone.
- (e) Keeping house is my _____.
- (f) The founder of the club drew up a _____ for its members.
- (g) The _____ of the town voiced their objections.
- (h) The _____ government of Canada is located in Ottawa.
- (i) A _____ system is one in which lords owned all the land and peasants worked for them.

2. Match these definitions with list words.

- a boatman or woodsman in the early fur-trading days of Canada
- a city, town, village, or country district with its own government
- farming
- a person who uses anything grown or made by producers
- trade

3. Say and write (fū' dəl).

What letters spell /ū/?

How is /ə/ spelled?



4. Say the word **voyageur**.

Look at its pronunciation: (voi' ə zhər')

Write the word. Underline the letters that spell /zhər/.

Say the word again carefully.

5. Say and write the word **parliament**.

How many syllables are there?

Which syllable is stressed?

What vowel sound do the letters ia spell?

6. Write the list words that are formed from these base words:

inhabit	voyage	responsible	municipal
industry	consume	monarch	constitute

7. Say the two list words that have six syllables.

Write them in syllables.

If you're not sure, check with the Mini-Dictionary.

8. Write the list word that means consisting of different customs and traditions.

What does the prefix *multi* mean?

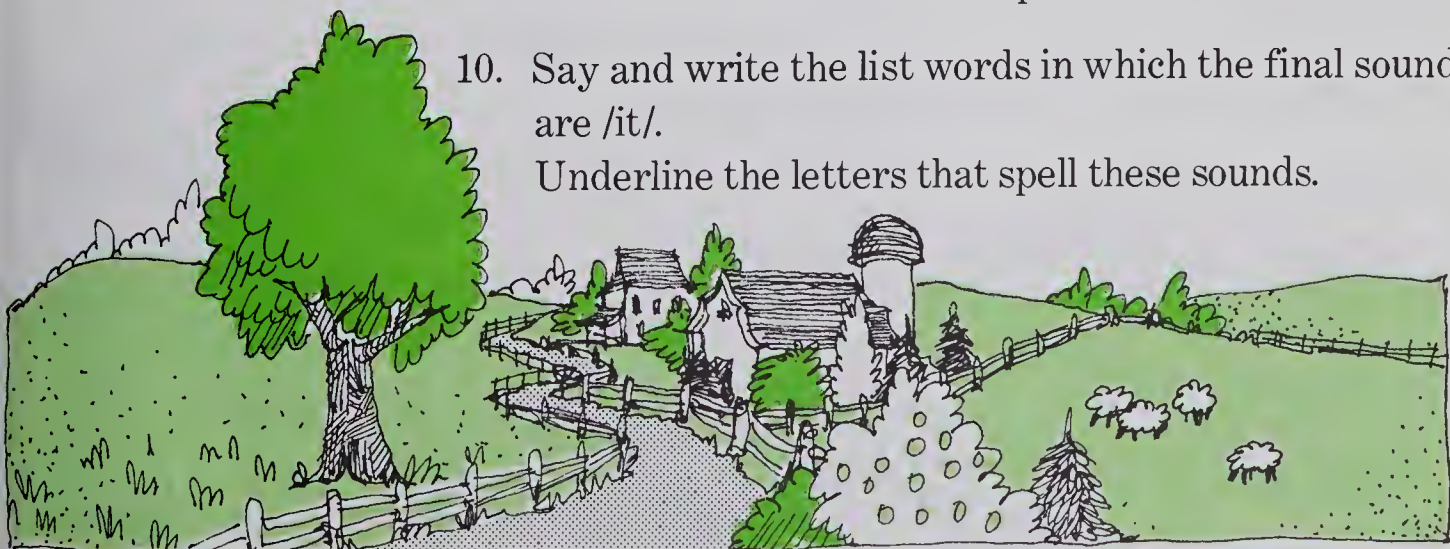
If you're in doubt, look it up in the Mini-Dictionary.

9. Say and write the list word that comes from the Latin words meaning field and cultivation.

Underline the letters that spell /chər/.

10. Say and write the list words in which the final sounds are /it/.

Underline the letters that spell these sounds.



area
realized
passengers
carefully
mysterious
mystery
understand
stamp
stamps
thunder
blanket
onto
tape
stupid
report
luckily
lying
interested

Pretest

How many words did you spell correctly? If you misspelled a word, look carefully to see why and where you made the mistake(s).



Study Helps

1. Copy this chart in your notebook.

Write the list words under the proper headings.

Leave spaces between the syllables.

Pronounce the words you have written, and put in the stress symbol after each stressed syllable.

If you are not sure, check with the *Mini-Dictionary*.

Two syllables	Three syllables	Four syllables

2. What is the vowel sound in many unstressed syllables called?

Read the dictionary pronunciations of the list words below. Then write the list words in their regular spellings. In each word, circle the letter or letters that spell /ə/.

(rē' əl ɪzd)

(un' dər stand')

(pas' ən jərz)

(ker' fəl ē)

(mis tēr' ē əs)

(mis' tər ē)

3. Use these clues to write list words:

—understood fully

—an instrument that prints a design on paper

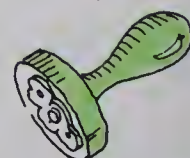
—/ā/ is spelled **a-e**

—antonym for *intelligent*

—to comprehend or know what is meant

—/ī/ is spelled **y**

—It follows lightning.



BOOM!

4. Say and write the list word in which **y** spells both /i/ and /ē/.

How many syllables do you hear?

Say and write the list word whose base word is **mystery**.

Underline the suffix that was added to the base word.
Which letter in the base word had to be changed when the suffix was added?

How many syllables do you hear?

What vowel sound do you hear in the final syllable?

Circle the letters that spell /ə/.

5. Write the list word whose pronunciation is (ãr' ē ə).
How many syllables are there?
Which letter spells /ə/?
6. Say and write the list word in which you hear /j/.
Circle the letter that spells /j/.
7. Say and write the list word in which /z/ is spelled z.
How many syllables are there?
Which syllable is stressed?
8. What *vowel sound* do the words (blang' kit), (stü' pid), and (ri pôrt') have in common?
In each of these words, which letter spells this vowel sound?
9. Say the word **interested**.
How many syllables did you hear?
Look at the dictionary pronunciation: (in' tris təd) or (in' tər is təd).
Which pronunciation matches the way you say it?
Write the word.



Spelling can be easier if you pronounce words clearly and carefully in syllables, and pay attention to stressed and unstressed syllables.

Extending Your Spelling Skills

1. Write a list word in your notebook to complete each of these sentences.

- (a) I forgot to put a _____ on the envelope.
- (b) He took a roll of _____ on the camping trip in case of injury.
- (c) I cannot _____ how I could have made the mistake because I was driving _____.
- (d) The puppy was chewing my _____.
- (e) I have to _____ for work tomorrow.
- (f) She's not _____ in _____ stories.
- (g) After we had combed the _____ and found nothing, we _____ that we had taken a wrong turn.
- (h) _____ for me, nothing happened to the vase.

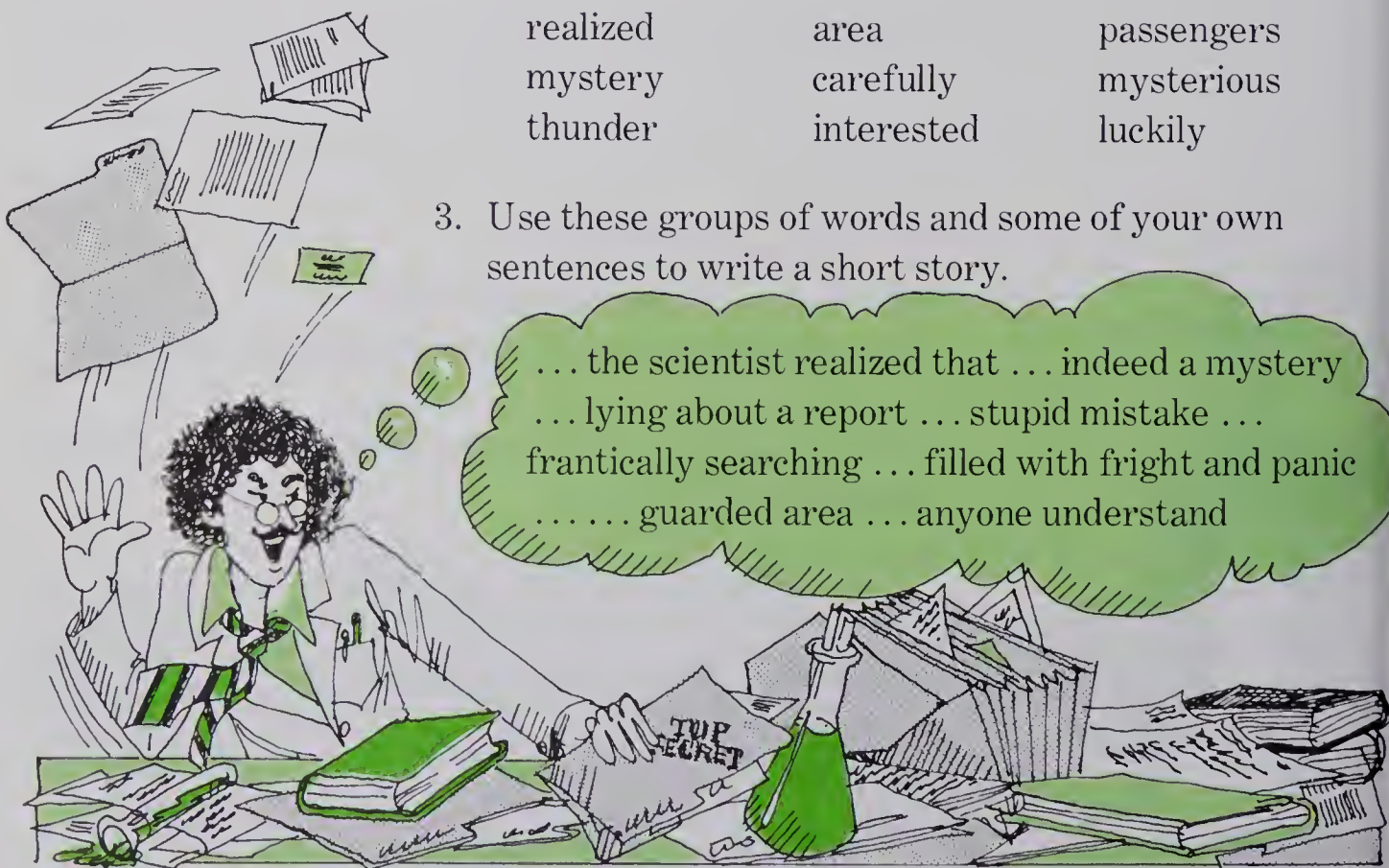
2. Write these list words in syllables.

Mark the stressed syllables.

realized	area	passengers
mystery	carefully	mysterious
thunder	interested	luckily

3. Use these groups of words and some of your own sentences to write a short story.

... the scientist realized that ... indeed a mystery
... lying about a report ... stupid mistake ...
frantically searching ... filled with fright and panic
..... guarded area ... anyone understand



4. Match each of the words in the box with the correct meaning. Write the words and meanings in your book. If you're not sure of the meaning of a word, check with the *Mini-Dictionary*.

For example: mysterious — hard to explain or understand

report	—bring down one's foot with force
tape	—give an account of something
realize	—not truthful
stupid	—a strip of plastic for recording sound
interested	—make real
understand	—a story or play about strange events
stamp	—be informed; learn
lying	—not intelligent
mystery	—showed enthusiasm

5. Rewrite Wonder Worm's sentences correctly in your book.



1. The passingers reelized that the tire had to be repaired.
2. She was intrested in the report but could not undrstand the misterious coole.
3. The plan to solve the mistrey was stuped.
4. Luckilly the rare stamps were still lieing on the table.

Unit Test

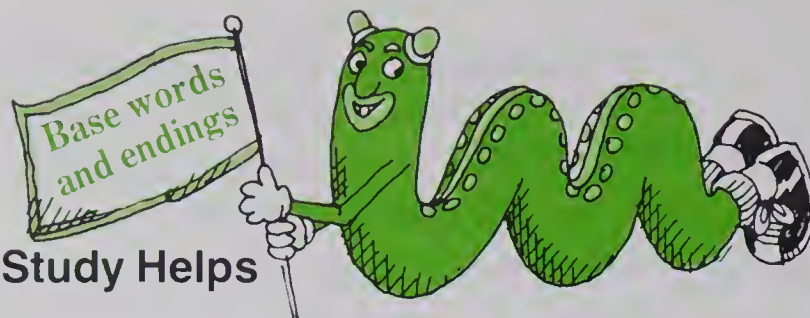
Did you spell all the words correctly?

Did you still find some words difficult? Record your score.

hearing
mostly
oldest
putting
shouting
hitting
hoped
supposed
travelled
puck
yours
shall
plans
marks
drown
sink
suddenly
passed

Pretest

How many words did you spell correctly?
If you misspelled a word, look carefully to see why and where you made the mistake(s).
Study the words you misspelled and those you found difficult.



Study Helps

1. Add the ending *ed* to each of these base words to write a list word:

hope **suppose** **travel** **pass**

In which base word did you double the final consonant when the ending *ed* was added?

How were the base words **hope** and **suppose** changed when you added *ed*?

2. Which ending is common in these list words?

hearing **putting** **shouting** **hitting**

Write the base words.

Circle the base words that had to be changed when you added the ending. What change was made?

3. Say and write the list word whose base word is **old**. Circle the suffix.

4. Say and write the list words that are plural.
In each of these words, circle the letter that shows the plural form.

5. Say and write the list word that shows possession *but* does not use the apostrophe.

Circle the letter that shows possession.

Read these sentences and pay attention to the underlined words.

This is your book.

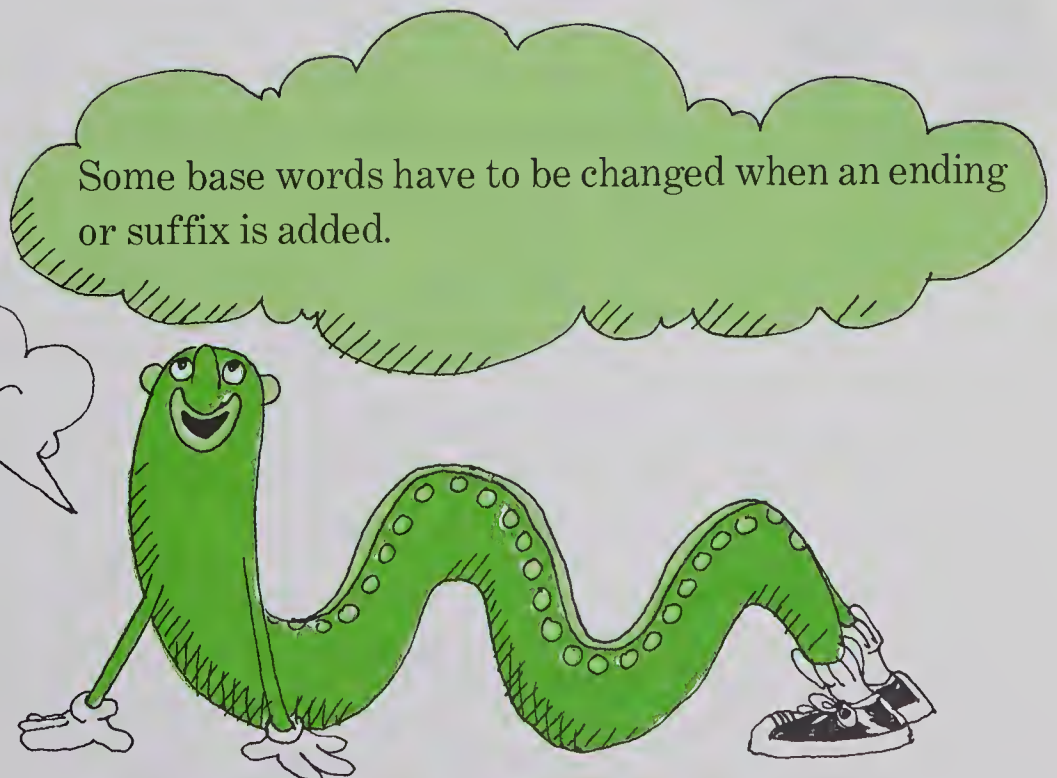
This book is yours.

That is her car.

That car is hers.



6. Write the list words that have double consonants.
Circle the double consonants.
Is the vowel sound before the double consonant long or short?
7. Say and write the list words in which you hear /ou/.
Circle the letters that spell /ou/.
Write the list word in which the letters **ou** do not spell /ou/.
Look at its pronunciation: (yürz)
Underline the letters that spell /ür/.
8. Say and write the list words that have a vowel + r sound combination.
Underline the letters that spell the vowel + r sound.
9. Write these list words in their regular spellings.
- | | | |
|-----------|-----------|---------|
| (hēr'ing) | (puk) | (hōpt) |
| (yürz) | (sə pōzd) | (droun) |
10. Write the words that have /ō/.
What spelling patterns for /ō/ did you find in these words?



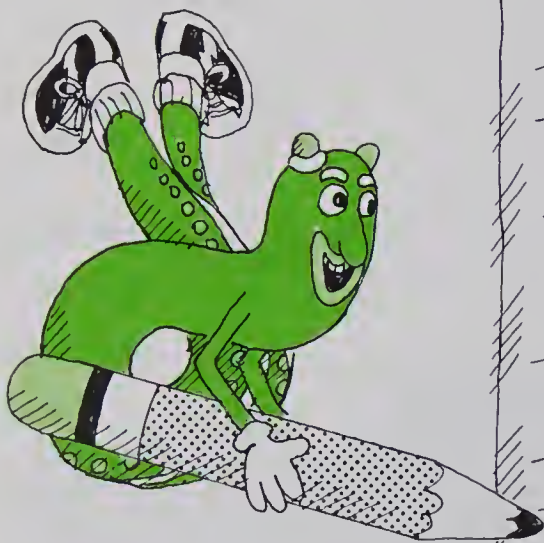
Extending Your Spelling Skills

1. Add the ending *ing* to these base words. Circle the words in which the final consonant has to be doubled before *ing* is added.

strip	hit	sink	shout
travel	sting	hear	stand
move	drown	mark	put

Check with your dictionary for correct spelling.

2. Wonder Worm is writing again, but has forgotten to add an ending to some of the words. Proofread Wonder Worm's paragraphs and rewrite them correctly in your book.



We had travel the whole day and had hope to reach her house by night. We were hungry and tire, but it was most the heat that made us irritable. We had pass many farm and village. "You were suppos to have study the map," complain my mother. "Now we are lost."

Proofread your work for spelling and punctuation.

3. Here are the answers to some questions. Use the list words following each answer to make up a suitable question.
 1. From the last game we won. (puck marks)
 2. Yes, we leave tomorrow. (plans oldest)
 3. I began to shout for help. (sink hitting)
 4. No, I wouldn't. (supposed yours)

4. Complete each of these rhymes with a line of your own.



It was just luck



That was the last



I heard a clink

5. Your teacher or classmate will dictate these paragraphs.

The oldest boy was shouting a warning to the driver of the wagon.

"Stop! Part of the bridge is broken," he cried.
"One wrong move, and we shall all drown."

"We are not stopping and we are not turning back," replied the driver. "We have travelled too far. Just hold on tight."

Suddenly the wagon...

What do you think happened?

Write a paragraph to complete the story.

6. Read the groups of words below. What is the meaning of the underlined words as used?

Write the underlined words, and beside each write a list word that has the same meaning.

- grades our papers
- expected to bring the cake
- died in peace
- applying his skill to good use

Unit Test

How many words did you spell correctly?

Compare your Pretest score with your Unit Test score.

Mark your chart.

motorcycles
minibike
automobile
power
aboard
tough
rough
midnight
taught
billion
bullet
blond
child
title
rifle
lock
their
enough

Pretest

How many words did you spell correctly?
If you misspelled a word, look carefully to see where and why you made the mistake(s).

Study Helps

1. Read this sentence. In the underlined words, listen for the consonant sound /f/.

Tough Tom had enough of the rough sea.

How is /f/ spelled?



Say and write the list words in which /f/ is spelled **gh**.

In which position of a word do the letters **gh** spell /f/?

Say and write the list words in which the letters **gh** do not spell /f/.

Write the list word in which /f/ is spelled **f**.

2. Write the compound list words.

Beside each compound word, write the two base words.

3. Use the following clues to write list words:

—It means "middle of the night."

—The letters **ck** spell /k/.

—an antonym for *smooth*

—1 000 000 000

—(o'tə mə bēl') was originally a French word.

—light color of hair

—rhymes with *tower*

—It whizzed through the air like a _____.

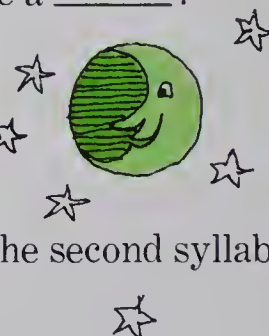
—a homophone for *there*

4. Say and write the word **midnight**.

How many syllables are there?

What vowel sound do you hear in the second syllable?

How is it spelled?



Say and write the other list words that have /ī/.
How is /ī/ spelled in each of these words?



5. Say and write this picture word.
How many syllables are there?
Look at its pronunciation: (o'tə mə bēl')
Notice that the first and the last syllables are stressed.
What letters spell /o/?
Notice how /ē/ is spelled.
6. Say and write the list word in which you hear /ôr/.
Circle the letters that spell /ôr/.
How many syllables are there in **aboard**?
Which syllable is stressed?
What vowel sound do you hear in the first syllable?
How is it spelled?

7. Say the word **billion**.
How many syllables are there?
Look at its pronunciation: (bil'yən)
Say the word again carefully.
Write it.

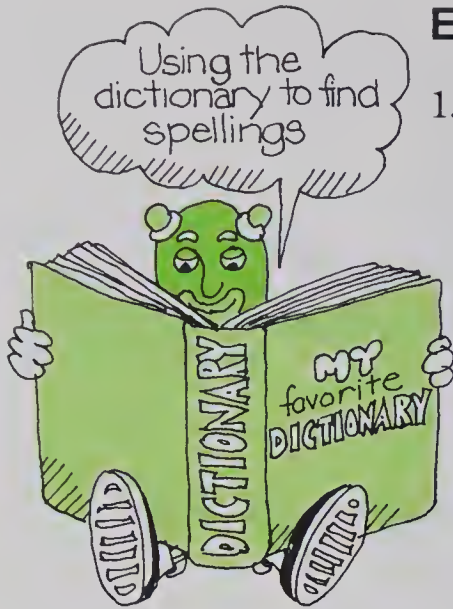
8. Say this list word: (tot)
What vowel sound do you hear?
How is it spelled?
Write the word.
Listen for /o/ in these words: **caught naughty daughter**

9. Say and write this list word: (tī 'təl)
Underline the letters that spell /əl/.
Say and write the other two list words in which /əl/ is spelled **le**.



/f/ can be spelled : f as in rifle or
gh as in rough

Extending Your Spelling Skills



1. How do you look up a word in a dictionary if you don't know how to spell it?

How would you spell the words shown in pronunciation symbols in these sentences?

The (o'tə mə bēl') didn't have the (pou'ər) to climb the hill.

A (bil'yən) dollars would be (i nuf').

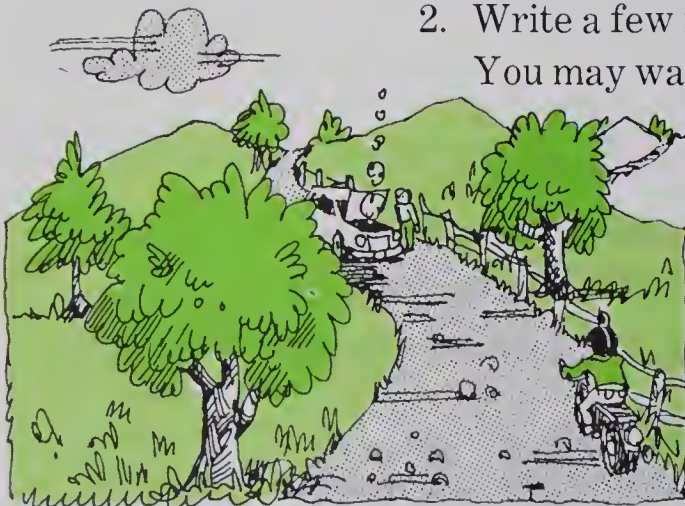
You're too (ruf) and (tuf) with the (chīld).

Remember, to find a word in a dictionary, you must know at least the first two letters. The important thing is to think of all the possible spellings for the first few sounds of a word.

Say the above words written in pronunciation symbols aloud. Pay attention to the *first* sound. What letters can be used to spell this sound? Now guess what the first few letters of each word might be. Check with the *Mini-Dictionary*.

You may want to use the *Common Spellings of English Sounds* chart on pages 160 — 161 and your knowledge of related words to help you.

2. Write a few interesting sentences about each picture. You may want to use the words below each picture.



automobile, stranded,
rough, hilly road,
enough, minibike



billion-dollar ocean liner,
enough power, cruise,
comfortable, aboard



3. Wonder Worm wrote these sets of three rhyming words.

Correct each misspelled word and, beside it, write the number of the set.

1. cord	sword	abord
2. piled	filed	chiled
3. enuf	tuff	bluff
4. care	thare	fare
5. tought	thought	bought
6. wit	bullit	flit

4. As a local police officer, you received the following message from an agent. Decode this message. If you have any difficulties, check the list words in Units 31 and 32.

mstrs blnd pssngr lft shp t
mdnht stp w sppsd sh plns
t stl blln dllr rgh dmnd stp
rfl fnd n tmbl stp

5. Rewrite the sentences and replace each underlined word with a list word of similar meaning. If you're not sure of the meanings of the underlined words as used in these sentences, check with a dictionary.

1. There was sufficient food for the children.
2. She won the tennis championship at school.
3. Only the president has the authority to make the decision.
4. Pushing our motorcycle uphill was difficult.
5. We're not sailing in this stormy weather.

Unit Test

Did you get a perfect score? Mark your chart.

sight
fright
diamond
Hallowe'en
we'd
Tuesday
Saturn
row
shows
wise
important
slept
roof
thin
he'd
shouldn't
doesn't
you're

Pretest

How many words did you spell correctly? Which words did you find difficult? List these words in your spelling record.



Study Helps

1. Remember that a *contraction* is formed from two words. An *apostrophe* (') replaces a letter or letters that are omitted when these two words are *contracted* into one.

Say and write the list words that are contractions. Beside each contraction, write the two words from which it was formed. Circle the letter(s) that were left out and replaced by an apostrophe.

For example: **shouldn't** — **should** **nòt**

2. Write these list words in their regular spelling:

(frīt)

(sīt)

Which letters are used to spell /ī/?

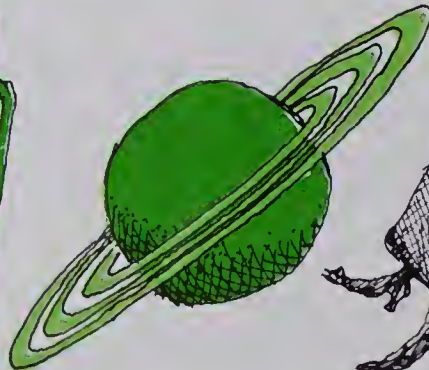
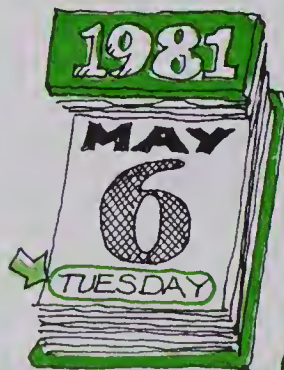
Say and write the other list words that have /ī/.

How is /ī/ spelled?

3. Write the list word that is pronounced (dī'mənd).
What letters spell /ī/?
How is /ə/ spelled in the second syllable?
Use your study method to help you study this word.



4. Match these pictures with list words.
What do you notice about these list words?



5. Use these clues to write list words:

- rhymes with *hoof*
- antonym for *fat*
- the hardest substance known
- means showing good judgment
- the past form of *sleep*
- synonym for *significant*
- rhymes with *blows*
- It originates from All Hallows' Eve.

6. Write the list words that have two or more syllables.
Leave spaces between the syllables.

Pronounce each word carefully and put in the stress symbol after the stressed syllable.

7. Say and write the list words that have **ow**.

Circle the word in which **ow** can spell either /ō/ or /ou/.
How does the pronunciation of this word affect its meaning?

8. Say and write the word **Tuesday**.

How many syllables are there?

What letters spell /ū/ in the first syllable?

What is the final consonant sound in the first syllable?

How is it spelled?

Write the other list words in which /z/ is spelled **s**.

Write the list words in which /s/ is spelled **s**.

9. Say the word (im pôr'tənt).

How many syllables are there? Write the word.

Circle the letters that spell the vowel + r sound.

Underline the letter that spells /ə/.



A *contraction* uses an *apostrophe* to replace a letter or letters left out when two words are joined to form one word, as in: **should not —shouldn't**.

Extending Your Spelling Skills

1. Combine the sentences below each picture so that your sentence will describe the picture. Then add one or two sentences of your own.



The little children shook with fright.
The little children saw the gruesome
Hallowe'en masks and costumes.



I slept in the cabin when the
storm came. I heard the sound
of dripping water.

2. Rewrite the sentences by replacing the underlined words with synonyms that are list words. If you're not sure of the meanings of the underlined words as used in these sentences, look them up in a dictionary.

1. It was a prudent thing to do.
2. It was a significant day when the peace treaty was signed.
3. She was filled with sudden fear when she heard the news.
4. The hole in her sock appears above her big toe.
5. We had a big quarrel.

3. Combine the words in Box A with the words in Box B to spell as many contractions as possible.
Write the two words, then the contraction.

Box A	
does	can
we	they
she	you

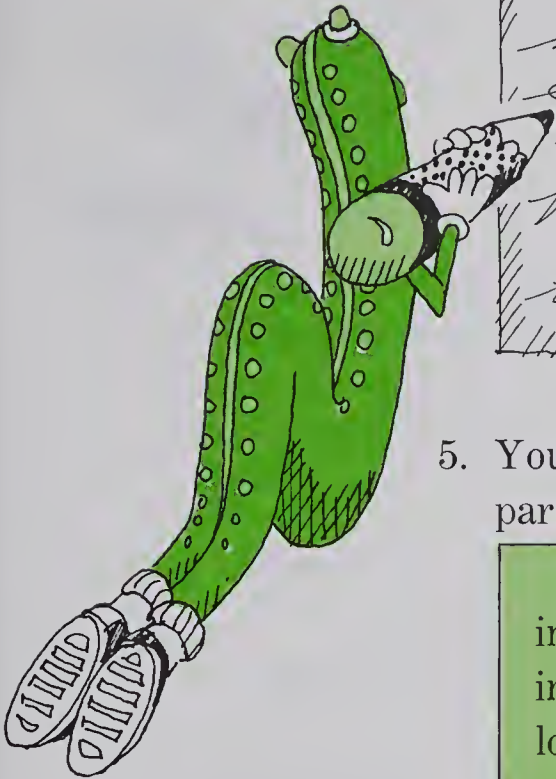
Box B	
would	had
not	are
will	is

4. Poor Wonder Worm is complaining! Proofread Wonder Worm's complaint and rewrite it correctly.

Many TV shows make you shiver with fright. At one point your shocked by the site of a crumbling roof under the wate of a weird monster.

This is followed by strange creatures that have no site and people from Saturn who have come to life after having slept for centuries.

Sometimes you just have to turn the TV off!



5. Your teacher or classmate will dictate these paragraphs.

We'd decided to accompany him to a secret and important meeting on Tuesday. It was to be held out in the countryside. It was a wise idea to start the long journey on Monday night.

We slept for a few hours on Monday night in an old shack. Part of the roof had disappeared and we could see the stars sparkling like diamonds against black velvet. It was a lovely sight!

"Shouldn't we start again?" I asked. "We'll be late if we stay any longer."

Proofread your work for spelling and punctuation.

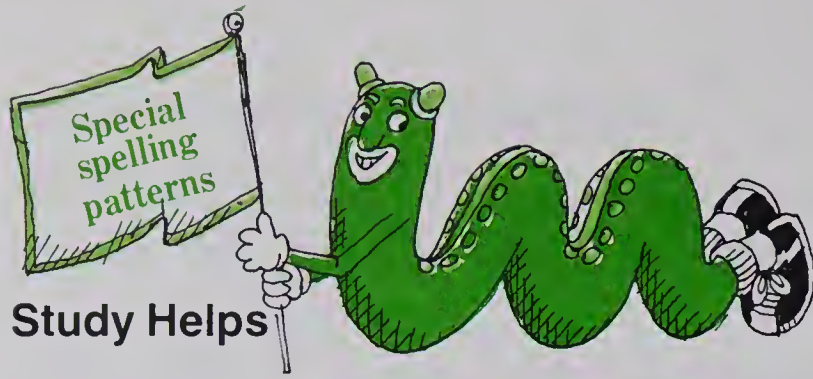
Unit Test

Compare your Pretest results with your Unit Test results.
Did you do better on the Unit Test?
Record your score.

exhibition
flood
although
questions
nickel
disappeared
mosquitoes
bomb
ore
crooks
evening
wondered
whether
whose
fantasy
beauty
picture
countries

Pretest

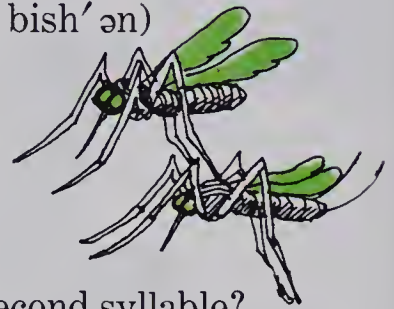
How many words did you spell correctly?
If you misspelled a word, look carefully to see where and why you made the mistake(s).



Study Helps

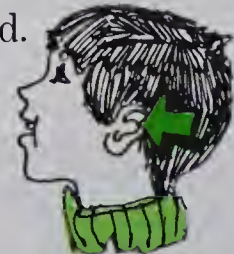
- Write the word **exhibition** in syllables.
How many syllables are there?
Circle the base word. Underline the suffix.
Say the word carefully.
What sounds does the letter **x** spell?
Look at its pronunciation: (ek' sə bish' ən)
Notice that /sh/ is spelled **ti**.

- Say and write this picture word.



How many syllables are there?
What is the vowel sound in the second syllable?
Underline the letters that spell this vowel sound.
What is the vowel sound in the first syllable?
Notice how it is spelled.
Write the other list word that has the letter **q**.
Separate the syllables with a line.
Look at the pronunciation: (kwes' chənz)
What is the base word?
What does it mean? Check with a dictionary.
Say and write the other list word in which you hear /ch/.

- Write the list word that has the same vowel + r sound combination as this picture word.
Circle its base word.
Underline the prefix.



- Say the word **bomb**.
What is the final consonant sound you hear?
How is it spelled? Write the word.

5. Use these clues to write list words:

- rhymes with *books*
- the homophone for *oar*
- The letters **oo** spell /u/.
- It has a final /m/.
- five cents
- (hüz)

6. These list words are written in pronunciation symbols, *but* the stress symbol has been omitted. Write them in their regular spelling. Leave spaces between the syllables and put in the stress symbol.

(ol THō) (ek sə bish ən) (nik əl) (weTH ər)
(dis ə pērd) (məs kē tōz) (kwes chenz) (kun trēz)
(ēv ning) (wun dərd) (fan tə sē)

7. Write the base word of each of these words:

fantastic

beautiful

bombard

8. Say and write the two list words in which the first two letters are **wh**.

In these two words, how do the letters **wh** differ in pronunciation? Check with a dictionary.

9. Some of the list words in this unit are frequently misspelled. Check to see whether you have misspelled any of these words.

mosquitoes	whose	picture
disappeared	although	nickel
questions	exhibition	whether

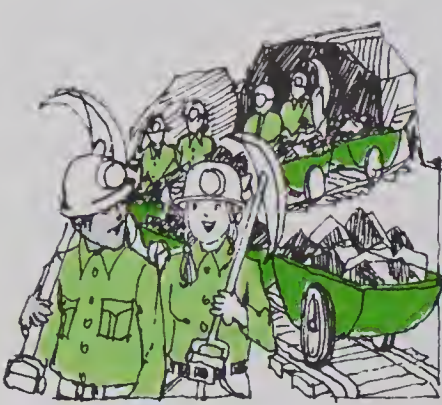
Can you see a reason for your misspellings? If you misspelled any of the words, use the Study Method to help you learn to spell them.

Pronouncing words carefully can help you spell them.



Extending Your Spelling Skills

- Write a few sentences about each picture.
Proofread your sentences for spelling and punctuation.



- Write the words for the following coins:



- All these words have "ore" in them!

Use the clues to find out what the words are and write them in your book.

- place to buy goods _____ ore
- the edge of the sea or a lake _____ ore
- breath noisily during sleep _____ ore
- to travel for the purpose of discovery _____ ore
- made a solemn promise _____ ore

- Complete these sentences with list words.

- We _____ what happened to the people caught in the _____.
- The _____ were particularly troublesome in the _____ but never in the morning.
- The police asked many _____ about the _____ that _____ from the _____ during the recent _____.
- My dream of visiting all the _____ was pure _____.

5. Write the words below in which the letters **mb** spell /m/.

dumb

lumber

timber

comb

bomb

numb

number

thumb

bomber

Which is the odd word?

6. Your teacher or classmate will dictate these paragraphs.

At the exhibition, we saw different kinds of ore on display. We wondered what a mine looked like. Our parents decided to take us to a nickel mine one afternoon.

A mine worker explained everything to us. We learned that nickel is used in mixtures with other metals. Most of our questions were answered, although we would have liked to try our hand at mining.

Proofread your work for spelling and punctuation.

7. Each of these word mazes contains two list words. What are they?

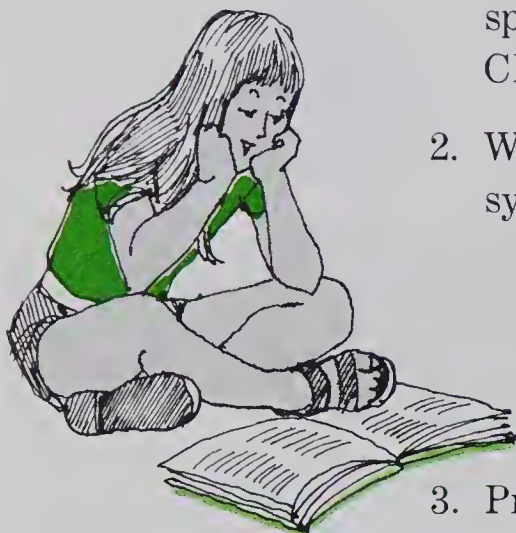


Unit Test

Did you do better on this test than on the Pretest? Record your score.

Looking Back

1. Look at your spelling record for Units 31 — 35 to see which words you misspelled and the kinds of errors you made. Unless you are sure you know the correct spelling now, use your LOOK SAY COVER WRITE CHECK method to study these words.



2. Write these words in regular spelling. The stress symbol has been omitted. Mark the stressed syllable.

(rē əl ɪzd)

(mis tēr ē əs)

(mis tər ē)

(ri pôrt)

(sə pōzd)

(dī mənd)

(i nuf)

(o tə mə bēl)

(im pôr tənt)

(ēv ning)

(kun trēz)

(blang kit)

3. Proofread Wonder Worm's story. Correct the spelling mistakes and use contractions wherever possible.

One Hallowe'en night, Musky and I decided to go trick-or-treating.

"I would like to play some tricks on some peple," said Musky. "I will fritein some chilldren."

So Musky dissappeared behind some bushes. Suddenly I heard a scream.

"Run! It is a ghost. Do not look. Just run."

Children ran in all directions but one fell and started to cry.

Musky picked him up and said, "It is Musky. I am sorry I frightened you."



Check your work for spelling and punctuation.

4. To each of these base words add as many endings or suffixes as you can.

most	mystery	realize
lucky	hear	careful
sudden	exhibit	interest
pass	old	lie

5. Here is a special message for you in one of the codes you have learned in this book.

Decode the message and write it in your notebook.

MMM.....IS IT THE
PORTA CODE OR THE
PICKET FENCE CODE?

GLRNK ILEV B LFIHK VOORM
THPRO OHBLF MVVWG LPVVK
ZXZIV UFOIV XLIWL UNRHH
KVOOV WDLIW HZMWG SVMGL
FHVGS VHVDL IWHRM BLFID
IRGRMT

6. Write out in full each of the contractions in the following sentences.

1. We'd only gone a mile before the rain started.
2. If we'd given it careful thought, we'd never have gone.
3. You're sure he'll come? It doesn't seem likely.
He was here only yesterday.
4. He'd have helped us if he'd been able.

What do you notice about **we'd** and **he'd**?

7. The following pairs of words are examples of spelling patterns you have studied this year.

What particular spelling pattern is shown in each pair of words?

hope—hoping
hop—hopping
rough—laugh
cry—cried

engine—manage
brush—brushes
furniture—creature
ceiling—receive

Basic Word List

aboard	because	burning	collars
above	beginning	business	collision
address	believed	butter	Columbus
advertisement	below	buying	comfortable
again	belt		coming
against	bench	calls	completely
agreed	beneath	calm	contest
airplanes	besides	Canadian	cost
already	between	canoe	cottage
although	billion	cards	counting
ambulance	blanket	careful	countries
Americans	block	carefully	country
anyone	blond	carpet	cover
anywhere	bloom	carried	covered
apartment	board	cart	covers
ape	bomb	case	coyote
April	bored	cents	crab
area	boring	chairs	craft
army	bottles	chance	crazy
automobile	brakes	changed	creature
awful	branches	check	creatures
awoke	breeze	checked	crew
	British Columbia	chickens	crooks
badly	brook	child	cross
bait	broom	choice	
basement	bullet	Christmas	Dad's
basket	bunch	classroom	danced
bathroom	bunnies	claws	dangerous
beard	buried	clear	decided
beautiful	burn	cloud	delicious
beauty	burned	code	department

diamond	enough	flat	goldfish	history
dig	entered	flies	gorilla	hitting
dirt	equipment	floated	grab	ho
dirty	escape	flood	grabbed	hobby
disappeared	especially	floors	grain	homework
dive	evening	follow	grand	hook
diving	except	fooled	grave	hoped
dock	exciting	forever	grounds	hung
doctors	exclaimed	formula	group	hunters
doesn't	exhibition	forty	guards	
doors	experiment	forward	guide	ill
double	experiments	fourteen	gym	imagine
dragged	explained	fourth		important
dried	explore	French	hairy	inch
drown	extra	friend	Hallowe'en	information
dry		friendly	hanging	interested
ducks	falls	fright	happening	invited
dug	fantasy	furniture	happens	it's
	farther	fuzzy	hardly	
earthquake	fastest		hare	jacket
eaten	fawn	garage	hated	Japan
Edmonton	February	gear	having	join
education	fed	gently	Hawaii	joke
eighty	fellow	given	heading	joy
electric	figure	gives	hearing	jumping
elevator	filled	giving	heart	
ended	fin	glasses	he'd	kicked
engine	finally	glove	held	killing
English	fires	goat	helps	knees
enjoy	fishes	gods	hen	knock
enjoyed	fit	goes	hiking	

Labrador	marks	office	poison	rolled
laid	meal	oil	pot	rolling
lakes	meeting	O.K.	potatoes	roof
lap	mermaid	oldest	pound	rooms
laughing	mess	Ontario	pounds	rough
lawn	midnight	onto	power	row
laying	minibike	opening	president	rushed
lazy	moment	ore	prize	
lead	monkeys	ouch	professor	saddle
leader	monsters		proud	sail
leading	months	page	puck	sailboat
leaving	moose	paid	puppies	sailing
led	mosquitoes	pain	putting	sandwiches
less	mostly	passed	puzzled	sang
letters	motorcycle	passengers		Saturn
lie	motorcycles	pasture	questions	saucer
lift	mountains	patrol	quick	save
listen	Mr.	peanut	quietly	scientist
lizards	Mrs.	people		scores
lobsters	music	picture	rainbow	scorpion
lock	mysterious	pie	ranger	season
loose	mystery	piece	reach	seasons
lose		pipe	realized	sergeant
lovely	nature	pirate	received	series
low	nearly	plain	Regina	seventh
luckily	neat	plan	remembered	seventy
lying	neighbor	plans	report	shaking
	Newfoundland	players	rid	shall
managed	nickel	playful	rifle	shells
manager	ninety	plural	robbers	sheriff
March	noise	p.m.	rocking	shine

shining	spy	thirteen	vampire	you're
shirt	stamp	thirty	velvet	yours
shoots	stamps	through	visiting	yourself
shouldn't	stands	thunder	volcano	
shouted	stayed	tigers		zero
shouting	staying	title	waited	
shows	stolen	toast	wake	
sight	stories	too	washed	
singing	stream	tortoise	waves	
sink	struck	touch	ways	
sixteen	study	tough	we'd	
sixty	stupid	tow	Wednesday	
skate	suddenly	tracks	weird	
skates	supper	trail	wheels	
skating	supposed	trails	when	
skin	surprise	trains	whether	
skip	sweet	travelled	whose	
slammed		treasure	wing	
sleeps	tank	tripped	wings	
slept	tape	Tuesday	winning	
smash	taught	tunnel	wise	
smashed	teams	turning	wishing	
someday	telephone	TV	wolves	
somewhere	telling	twenty-eight	wondered	
song	tennis	twenty-five	words	
sort	test		works	
sounded	thanked	understand	worried	
sounds	their	unless	worst	
spend	themselves	until		
splash	then	usually	yards	
spot	thin		yesterday	

Common Spellings of English Sounds

SOUND	BEGINNINGS OF WORDS	MIDDLES OF WORDS	ENDS OF WORDS
a	<i>and, aunt</i>	<i>hat, plaid, half, laugh</i>	—
ā	<i>age, aid, eight, eh</i>	<i>face, fail, straight, payment, gaol, gauge, break, vein, reign neighbor</i>	<i>say, weigh, bouquet, they, matinée, eh</i>
ä	<i>ah, almond, art</i>	<i>calm, barn, bazaar, sergeant, heart</i>	<i>baa, hurrah</i>
b	<i>bad</i>	<i>table, rabbit</i>	<i>rub, ebb</i>
ch	<i>cello, child</i>	<i>richness, watching, righteous, question, nature</i>	<i>much, catch</i>
d	<i>do</i>	<i>dodo, dodder</i>	<i>red</i>
e	<i>any, aerial, air, end</i>	<i>many, said, says, let, bread, heifer, leopard, friend, bury</i>	—
ē	<i>aeon, equal, eat, either</i>	<i>Caesar, metre, team, need, receive, people, keyhole, machine, believe, phoebe</i>	<i>algae, quay, be, flea, bee, key, pity</i>
ër	<i>ermine, early, irk, urge</i>	<i>term, learn, first, word, journey, turn, myrtle</i>	<i>deter, voyageur, fir, cur, burr</i>
f	<i>fat, phone</i>	<i>heifer, coffee, laughter, gopher</i>	<i>roof, buff, cough, lymph</i>
g	<i>go, ghost, guess</i>	<i>bogus, boggle, roguish, exact</i>	<i>bag, egg, rogue</i>
h	<i>he, who (hü), why (hwī)</i>	<i>blockhead</i>	—
i	<i>enamel, in</i>	<i>message, been, pin, sieve, women, busy, build, hymn</i>	—
ī	<i>aisle, aye, either, eye, ice</i>	<i>height, line, align, might, buying, skylark</i>	<i>aye, eye, lie, high, buy, sky, iye</i>
j	<i>gem, jam</i>	<i>badger, soldier, educate, tragic, exaggerate, enjoy</i>	<i>bridge, rage</i>
k	<i>coat, chemist, kind, quick, quay</i>	<i>record, account, echo, lucky, acquire, reeking, liquor, extra</i>	<i>back, seek</i>
l	<i>land, llama</i>	<i>only, follow</i>	<i>coal, fill</i>
m	<i>me</i>	<i>coming, climbing, summer</i>	<i>rum, comb, solemn</i>
n	<i>gnaw, knife, nut, pneumonia</i>	<i>jack-knife, miner, manner</i>	<i>man, inn</i>
ng	—	<i>ink, finger, singer</i>	<i>ring, tongue</i>

Common Spellings of English Sounds (continued)

SOUND	BEGINNINGS OF WORDS	MIDDLES OF WORDS	ENDS OF WORDS
o	<i>all, almond, auto, awful, encore, odd, aught, ought</i>	<i>watch, appal, walk, fall, taut, taught, caulk, cawed, hot, bought, calm</i>	<i>paw</i>
ō	<i>open, oats, oh, own</i>	<i>yeoman, sewn, bogus, boat, folk, brooch, soul, flown</i>	<i>beau, sew, potato, toe, oh, though, blow</i>
ô	<i>all, auto, awful, oar, order</i>	<i>appal, walk, tall, taut, taught, caulk, cawed, board, born, flooring, bought, mourn</i>	<i>paw</i>
oi	<i>oil, oyster</i>	<i>boil, boyhood</i>	<i>boy</i>
ou	<i>out, owl</i>	<i>bound, drought, howl</i>	<i>thou, bough, now</i>
p	<i>pen</i>	<i>taper, supper</i>	<i>up</i>
r	<i>run, rhythm, wrong</i>	<i>parent, hurry</i>	<i>bear, burr</i>
s	<i>cent, psalm, say, science, sword</i>	<i>decent, mason, resuscitate, massive, extra</i>	<i>nice, bogus, miss, lax</i>
sh	<i>chauffeur, schwa, she, sure</i>	<i>ocean, machine, special, insurance, conscience, nausea, tension, issue, mission, nation</i>	<i>wish, cache</i>
t	<i>ptomaine, tell, Thomas</i>	<i>later, latter, debtor</i>	<i>bit, mitt, doubt</i>
th	<i>thin</i>	<i>toothpaste</i>	<i>bath</i>
TH	<i>then</i>	<i>father</i>	<i>smooth, bathe</i>
u	<i>oven, up</i>	<i>come, does, flood, trouble, cup</i>	——
û	——	<i>wolf, good, should, full</i>	——
ü	<i>ooze</i>	<i>neutral, move, manoeuvre, food, croup, rule, fruit</i>	<i>threw, shoe, caribou, through, blue</i>
yü	<i>euchre, ewe, use, you, Yule</i>	<i>beauty, feud, duty</i>	<i>queue, few, ewe, adieu, you, cue</i>
v	<i>very</i>	<i>Stephen, over</i>	<i>of, love</i>
w	<i>will, wheat</i>	<i>choir, quick, twin</i>	——
y	<i>young</i>	<i>opinion, hallelujah, canyon</i>	——
z	<i>xylophone, zero</i>	<i>raisin, discern, scissors, exact, sizing, dazzle</i>	<i>has, maze, buzz</i>
zh	——	<i>garaged, division, measure, azure</i>	<i>rouge</i>
ə	<i>alone, essential, oblige, upon</i>	<i>particular, fountain, moment, pencil, bottle, prism, button, cautious, circus, zephyr</i>	<i>sofa</i>

Mini-Dictionary

Full pronunciation key

a hat, cap	o hot, rock
ā age, face	ō open, go
ä father, far	ô order, all
	oi oil, voice
b bad, rob	ou house, out
ch child, much	
d did, red	p paper, cup
	r run, try
e let, best	s say, yes
ē equal, be	sh she, rush
èr term, learn	t tell, it
	th thin, both
f fat, if	ʔH then, smooth
g go, bag	
h he, how	u cup, butter
	ù full, put
i it, pin	ü rule, move
ī ice, five	
	v very, save
j jam, enjoy	w will, woman
k kind, seek	y young, yet
l land, coal	z zero, breeze
m me, am	zh measure, seizure
n no, in	
ng long, bring	
	ə represents: a in about e in taken i in pencil o in lemon u in circus

aboard

a-board (ə bōrd') on board; in or on a ship, train, bus, airplane, etc. *adv.*

ac-cel-er-a-tion (ak sel'ər ā'shən) speeding up; an increase in speed. *n.*

ad-dress (ə dres'; also ad'res for 3, 4, and 5) **1** a speech, either spoken or written: *The Prime Minister gave an address over radio and television.* **2** speak to or write to: *He will address you on the subject of war and peace. The king was addressed as 'Your Majesty.'* **3** the place to which mail is directed: *Send the letter to her business address.* **4** the writing on an envelope or package that shows where it is to be sent: *The address was hard to read.* **5** write on an envelope or package the information that shows where it is to be sent: *Please address this letter for me.* **1, 3, 4 n., 2, 5 v.**

ad-ver-tise-ment (ad'vər tīz'mənt or ad vēr'tis mənt) a public announcement or printed notice, especially one trying to persuade people to buy a product or service: *The store has an advertisement in the newspaper.* *n.*

ag-ri-cul-ture (ag'rə kul'chər) farming; the process of cultivating the soil to make crops grow; the raising of crops and farm animals. *n.*

al-ti-tude (al'tə tyüd' or al'tə tüd') **1** height: *What altitude did the airplane reach?* **2** the height above sea level: *The altitude of Banff, Alberta, is 1380 metres.* *n.*

am-bu-lance (am'byə ləns) an automobile, boat, or aircraft equipped to carry sick or wounded persons. *n.*

Arcs of circles



arc (ärk) **1** a part of a circle. **2** a curved line or path: *The football followed a graceful arc as it sailed between the goal posts.* **3** the stream of brilliant light or sparks formed as an electric current goes from one conductor to another. **4** form an arc: *The shooting star arced the heavens.* **1-3 n., 4 v. —arc'like', adj.**

ar-ē-a (er'ē ə) **1** the amount of surface; the extent: *The area of this floor is 70 square metres.* **2** a region: *The Rocky Mountain area is the most mountainous in Canada.* **3** a level surface or space: *The playing area was marked off with white lines.* *n.*

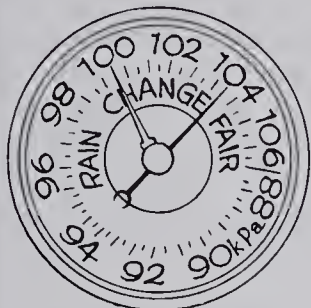
ar-my (är'mē) **1** an organized group of soldiers trained and armed for war: *British armies have fought in many lands.* **2** any group of people organized on military lines: *the Salvation Army.* **3** a very large number; a multitude: *an army of ants.* *n., pl. ar-mies.*

au-to-mo-bile (o'tə mə bēl' or ô'tə mə bēl') a passenger vehicle that carries its own engine and is

driven on roads and streets; car. *n.*

☛ **Automobile** was originally a French word.

aw·ful (o'fəl or ô'fəl) **1** dreadful; causing fear: *an awful storm with thunder and lightning.* **2** impressive; deserving great respect: *the awful power of God.* **3** very bad, great, ugly, etc.: *His room was in an awful mess.* *adj.*



A barometer. A flexible box in this instrument expands or contracts with changes in air pressure and moves one of the pointers. The other pointer is set by hand and remains fixed, acting as a guide to how much the first pointer moves.

ba·rom·e·ter (bə rom'ə tər) **1** an instrument for measuring the pressure of the air and determining height above sea level: *A barometer shows probable changes in the weather.* **2** something that indicates changes: *Newspapers are often called barometers of public opinion.* *n.*

base·ment (bās'mənt) the lowest storey of a building, partly or completely below ground; cellar. *n.*

beau·ti·ful (byü'tə fəl) very pleasing to see or hear; delighting the mind or senses: *a beautiful picture, beautiful music.* *adj.* —**beau'ti·ful·ly**, *adv.*

beau·ty (byü'tē) **1** the quality that pleases in a person, flowers, music, pictures, etc.: *She had beauty as well as intelligence. There is beauty in a fine thought or act.* **2** something beautiful: *the beauties of nature.* **3** a beautiful woman. *n., pl. beau·ties.*

be·gin·ning (bi gin'ing) **1** a start: *Make a good beginning.* **1** the time when anything begins: *'In the beginning God created the heaven and the earth.'* **3** the first part: *I enjoyed this book from beginning to end.* **4** a first cause; a source; the origin: *One wrong decision was the beginning of all his misfortunes.* **5** that begins; first in order: *This is the beginning lesson of the spelling book.* **6** just starting: *a beginning student.* 1–4 *n.*, 5, 6 *adj.*

be·lieve (bi lēv') **1** think something is true or real: *We all believe that the earth is round.* **2** think somebody tells the truth: *His friends believe him.* **3** have faith; trust: *believe in God. A person has to believe in his friends.* **4** think; suppose: *I believe we are going to have a test.* *v., be·lieved, be·liev·ing.*

be·neath (bi nēth') **1** below; under; in a lower place: *What you drop will fall upon the spot beneath (adv.). The dog sat beneath the tree (prep.).* **2** unworthy of: *The proud girl thought washing dishes was beneath her.* 1 *adv.*, 1, 2 *prep.*

be·side (bi sīd') **1** by the side of; near; close to: *Grass grows beside the brook.* **2** compared with: *She seems dull beside her sister.* **3** away from; not related to: *That question is beside the point and shows that you were not listening.* **4** besides. 1–3 *prep.*, 4 *adv.*

hat, āge, fār; let, ēqual, tērm; it, īce
hot, ōpen, ōrder; oil, out; cup, pūt, rüle
ābove, takən, pencəl, lemən, circəs
ch, child; ng, long; sh, ship
th, thin; ƒH, then; zh, measure

be·sides (bi sīdz') **1** also; more than that; moreover: *He didn't want to quarrel; besides he had come to enjoy himself.* **2** in addition to: *Others came to the picnic besides our own club members.* **3** other than; except: *Her mother spoke of no one besides her daughter.* 1 *adv.*, 2, 3 *prep.*

bil·lion (bil'yən) a thousand million (1 000 000 000) in Canada, the United States, and France; a million million (1 000 000 000 000) in the United Kingdom. *n., adj.*

blan·ket (blang'kit) **1** a soft, heavy covering woven from wool, cotton, or other material: *Blankets are used to keep people or animals warm.* **2** anything like a blanket: *A blanket of snow covered the ground.* **3** cover with a blanket or anything like a blanket: *The snow blanketed the ground.* 1, 2 *n.*, 3 *v.*

blond (blond) **1** light in color: *blond hair, blond furniture.* **2** having yellow or light-brown hair, blue or grey eyes, and light skin: *blond people.* **3** a man or boy having such hair, eyes, and skin. 1, 2 *adj.*, 3 *n.*

—**blond'ness**, *n.*

☛ As a noun, **blond** is used for men and boys and **blonde** is used for women and girls. The usual form for the adjective, however, is **blond** in all cases: *a blond young man, a blond actress.*

brake¹ (brāk) **1** anything used to check speed by pressing, scraping, or rubbing against: *The brakes on a railway train press against the wheels.* **2** slow up or stop by using a brake: *to brake an automobile.* 1 *n.*, 2 *v.*, **braked**, **brak·ing**.

☛ Brake and break are pronounced the same.

brake² (brāk) a thick growth of bushes; a thicket. *n.*

brake³ (brāk) any large fern. *n.*

brook (brük) a natural stream of water smaller than a river. *n.*

broom (brüm) **1** a brush with a long handle, used for sweeping. **2** a shrub with slender branches, small leaves, and yellow flowers. *n.*

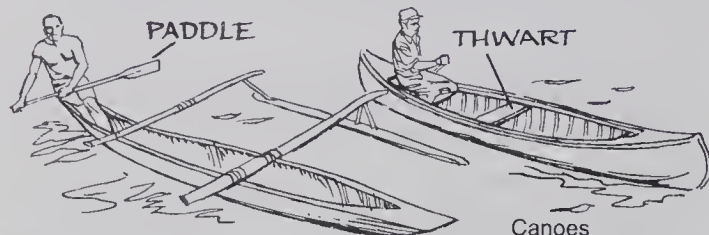
bul·let (bùl'it) a piece of lead, steel, or other metal shaped to be shot from a rifle, pistol, or other small gun. *n.*

busi·ness (biz'nis) **1** whatever one is busy at; work: *A carpenter's business is building with wood.* **2** a matter; affair: *That adventure was a bad business.* **3** trade; buying and selling: *This store does a big business.* **4** a commercial enterprise; an industrial establishment: *They sold their bakery business for \$500 000.* **5** the right to act; responsibility: *Other people's business is not your business.* *n.*

buy (bī) **1** get by paying a price: *You can buy a pencil for five cents.* **2** *Informal.* a bargain: *That book was a real buy.* 1 *v.*, **bought**, **buy·ing**; 2 *n.*

calm (kom or kām) 1 quiet; still; not stormy or windy; not stirred up: *a calm sea*. 2 peaceful; not excited: *a calm voice*. 3 quietness; stillness; absence of wind or motion. 4 the absence of excitement; peacefulness. 5 make calm; become calm: *Mother soon calmed the baby*. *The baby calmed down*. *The sea calmed*. 1, 2 adj., 3, 4 n., 5 v. —**calm'ly**, adv. —**calm'ness**, n.

Ca-na-di-an (kā nā'dē ən) 1 of or having to do with Canada or its people. 2 a person born in or living in Canada. 1 adj., 2 n.



ca-noë (kā nü') 1 a light, narrow boat having sharp ends, moved with a paddle. 2 paddle a canoe; go in a canoe. 1 n., pl. **ca-noes**; 2 v., **ca-noed**, **ca-noe-ing**.

ca-pac-i-ty (kā pas'ə tē) 1 the amount of room or space in a dish, a basket, a room, or a container of any kind: *This can has a capacity of four litres*. *This room has a seating capacity of 100 people*. 2 the ability to learn or do; the power or fitness: *A genius has a great capacity for learning*. 3 the position or relation: *He is here in the capacity of a teacher*. n., pl. **ca-pac-i-ties**.

care-ful (ker'fəl) 1 thinking what one says; watching what one does; taking pains; watchful; cautious: *Be careful to tell the truth at all times*. 2 done with thought or effort; exact: *Arithmetic requires careful work*. 3 full of care or concern; attentive: *She was careful of the feelings of others*. adj. —**care'ful-ly**, adv. —**care'ful-ness**, n.

cent (sent) a coin of Canada and the United States: *There are 100 cents in one dollar*. Symbol: ¢ n.

chance (chans) 1 an opportunity: *a chance to make some money*. 2 a possibility; probability: *There is a chance that the sick child will get well*. *The chances are against snow in May*. 3 fate; luck: *Chance led to the finding of the diamond mine*. 4 happen: *She chanced to notice a coin in the gutter*. 5 risk: *He took a chance when he swam the river*. 6 not expected; accidental: *We had a chance visit from Uncle Joe last week*. 1–3, 5 n., 4 v., **chanced**, **chanc-ing**; 6 adj. by **chance**, a accidentally: *The meeting came about by chance*. b by some turn of events: *If by chance the weather clears, we can go for a swim*. **chance upon or on**, happen to find or meet: *I chanced upon an old friend*.

check (chek) 1 stop suddenly: *The boys checked their steps*. 2 a sudden stop: *The message gave a check to our plans*. 3 hold back; control: *to check one's anger*. 4 any person, thing, or event that controls or holds back action: *the check on a furnace, a hockey check*. 5 examine or compare to prove true or correct: *We ought to check her statement before we condemn her*. 6 find out; investigate: *When he checked, he found the*

money was gone. 7 a test for correctness made by comparing: *My work will be a check on yours*. 8 a mark (✓) to show that something has been examined or compared, or that it is true or right: *The teacher put a check beside the correct answers*. 9 mark something examined or compared with a check: *How many answers did the teacher check as wrong?* 10 a ticket or metal piece given in return for a coat, hat, baggage, package, etc. to show ownership or the right to claim again later: *Show your baggage check when you want your trunk*. 11 leave or take for safekeeping: *check one's coat*. *The hotel checked our baggage*. 12 a written statement of the amount owed in a restaurant: *When we finished eating, Father asked the waitress for the check*. 13 a pattern made of squares: *Do you want a check or a stripe for your new dress?* 14 a single one of these squares: *The checks are small in this pattern*. 15 See **cheque**. 1, 3, 5, 6, 9, 11 v., 2, 4, 7, 8, 10, 12–15 n.

☞ **Check** and **cheque** are pronounced the same.

cheque or **check** (chek) 1 a written order for a bank to take money from the account of the signer and pay it to the person or company named: *Father pays most of his bills by cheque*. 2 a blank form on which to write such an order: *He had two cheques left in his cheque book*. n.

child (chīld) 1 baby. 2 a young boy or girl, especially one up to the early or mid teens. 3 a son or daughter: *There are three children in the Rico family*. n., pl. **chil-dren**.

cir-cum-fer-ence (sər kum'fər əns) 1 the boundary line of a circle: *Every point in the circumference of a circle is at the same distance from the centre*. See **circle** for picture. 2 the length of this line. 3 the distance around: *The big tree had a circumference of three metres*. n.

clear (klēr) 1 not cloudy, misty, or hazy; bright; light: *A clear sky is free from clouds*. 2 easy to see through; transparent: *clear glass*. 3 easily heard, seen, or understood; plain; distinct: *There is a clear view of the sea from that hill*. *He told a clear story*. 4 sure; certain: *It is clear that it is going to rain*. 5 make clean and free; get clear: *He will clear the land of trees*. 6 become clear: *It soon cleared after the thunder shower*. 7 in a clean manner; clearly; distinctly; entirely: *The bullet went clear through the door*. 8 get over or by without touching: *The jumper cleared the hurdle*. 1–4 adj., 5, 6, 8 v., 7 adv. —**clear'ly**, adv. —**clear'ness**, n.

cli-mate (klī'mit) 1 the kind of weather a place has over a period of years: *Climate includes conditions of heat and cold, moisture and dryness, clearness and cloudiness, wind and calm*. 2 a region with certain conditions of heat and cold, rainfall, wind, sunlight, etc.: *The doctor ordered him to go to a drier climate*. n.

code (kōd) 1 a collection of the laws of a country. 2 any set of rules: *A traffic code contains rules for driving*. 3 an arrangement of words or figures to keep a message short or secret; a system of secret writing. 4 a system of signals for sending messages by telegraph, flags, etc.: *Combinations of long and short sounds stand for letters in the code used in telegraphy*. 5 change or

translate into a code; encode. 1–4 *n.*, 5 *v.*, **cod·ed**, **cod·ing**.

col·li·sion (kə lɪzʻən) 1 a violent rushing against; hitting or striking hard together: *Eight people were killed in the automobile collision.* 2 a clash; conflict: *a collision of ideas.* *n.*

com·fort·a·ble (kumʻfər tə bəl) 1 giving a feeling of ease: *A soft, warm bed is comfortable.* 2 in comfort; at ease; free from pain or hardship: *The warm fire made him feel comfortable after a cold day outdoors.* *adj.*
—**comʻfort·a·bly**, *adv.*

com·merce (komʻərs) trade; buying and selling in large amounts between different places. *n.*

con·stel·la·tion (konʻstə lāʻshən) a set or group of stars: *The Big Dipper is the easiest constellation to find.* *n.*

con·sti·tu·tion (konʻstə tyüʻshən or konʻstə tüʻshən) 1 a person's physical or mental nature or make-up: *He has a very healthy constitution.* 2 the way in which anything is organized; the structure. 3 the fundamental principles according to which a country, a state, or a society is governed: *Many clubs have written constitutions. In Canada the British North America Act of 1867 is the basis of the written constitution.* *n.*

con·sum·er (kən sümʻər or kən syümʻər) a person who uses food, clothing, or anything grown or made by producers: *A low price for wheat should reduce the price of flour to the consumer.* *n.*

con·tam·i·nate (kən tamʻə nātʻ) make impure; defile; pollute; corrupt: *Flies contaminate food.* *v.*, **con·tam·i·nat·ed**, **con·tam·i·nat·ing**.

con·test (konʻtest for 1, kən testʻ for 2) 1 a trial of skill to see who will win: *A game or race is a contest.* 2 to dispute; struggle against; fight: *He promised to contest the court's unfavorable decision.* 1 *n.*, 2 *v.*

cot·tage (kotʻij) 1 a house at a summer resort. 2 a small house. *n.*

count (kount) 1 name numbers in order: *The child can count to ten.* 2 add up; find the number of: *He counted the books and found there were fifty.* 3 an adding up; a finding out how many: *A count showed that more than 5000 votes had been cast.* 4 the total number; amount: *The exact count was 5170.* 5 include in counting; take account of: *Let's not count that game.* 6 be included in counting or consideration: *Your first trial is only for practice; it won't count.* 7 have an influence; be of account or value: *All our tests and projects count toward our final grade.* 8 consider: *He counts himself fortunate in having good health.* 1, 2, 5–8 *v.*, 3, 4 *n.*

coun·try (kunʻtrē) 1 the land; a region: *The hill country to the north was rough and mountainous.* 2 a nation; state: *the country of France.* 3 the land where a person was born or is living: *In my own country the customs are very different.* 4 the people of a country: *All the country loved the king.* 5 land without many houses, such as wild, open land or farmland: *He likes the country better than the city.* 6 of or in the country as opposed to the city: *He likes country food and country air.* 1–5 *n.*, *pl. coun·tries*; 6 *adj.*

hat, āge, fār; let, ēqual, tērm; it, īce
hot, ōpen, ōrder; oil, out; cup, pūt, rüle
ābove, takən, pencəl, lemən, circəs
ch, child; ng, long; sh, ship
th, thin; TH, then; zh, measure

cov·er (kuvʻər) 1 put something over or around so as to protect, keep warm, hide, etc.: *Pull the blind to cover the window. He covered the sleeping child with his coat.* 2 be over; occupy the surface of; spread over: *Snow covered the ground.* 3 anything that protects or hides: *She always puts covers on her school books.* 4 hide: *The burglar was careful to cover his tracks.* 5 protection; shelter: *We took cover in an old cabin during the storm. The soldiers attacked under cover of darkness.* 6 go or travel over: *We covered over 400 kilometres on the first day of our trip.* 7 include; take in: *This book covers the year's work in spelling.* 8 report or photograph events, meetings, etc.: *He covered the meetings of city council.* 9 be enough for; provide for: *I had enough money to cover the cost of an ice-cream cone for each of us.* 10 stand behind; support: *The shortstop covered the second baseman in case the ball got by him.* 11 aim at in a threatening way: *One robber covered the cashier with a pistol while the other emptied the money drawer.* 1, 2, 4, 6–11 *v.*, 3, 5 *n.*



A coyote — about 45 cm high at the shoulder

coy·o·te (kī ōʻtē, kīʻōt, or kīʻüt) a North American wild animal related to the dog, having yellow or yellowish-grey fur and noted for the way it howls at night: *Coyotes are found mostly on the Prairies, and eat gophers, rats, rabbits, etc.* *n.*, *pl. coy·o·tes* or *coy·o·te*.

cra·zy (krāʻzē) 1 having a diseased mind; insane: *That crazy man thought he was Napoleon.* 2 *Informal.* very eager or enthusiastic: *She is so crazy about cats that she brings home every stray she finds.* 3 not strong or sound; shaky: *That crazy bridge ought to be repaired.* *adj.*, **cra·zi·er**, **cra·zi·est**.

crea·ture (krēʻchər) any living person or animal. *n.*

cul·tur·al (kulʻchər əl) of or having to do with culture: *Literature, art, and music are cultural studies.* *adj.*

cul·ture (kulʻchər) 1 refinement of feelings, thoughts, manners, etc. 2 the customs and arts of a nation or people at a certain time: *She spoke on the culture of the ancient Vikings and that of the present-day Norwegians.* 3 the development of the mind or body by training,

education, etc. 4 the preparation of land and production of crops. 5 proper care given to the production of bees, fish, silkworms, viruses, etc.: *An understanding of bee culture is necessary for the production of the best honey.* 6 a growth of viruses, bacteria, etc. in a special solution for scientific study or for use as a medicine. *n.*

cus·tom (kus'təm) 1 any usual action: *It was his custom to rise early.* 2 a long-established habit that has almost the force of law: *He found it hard to adjust to the customs of his new country.* 3 for a special order: *Custom clothes are made specially, according to the order of one individual.* 4 customs, *pl.* a taxes paid to the government on things brought in from a foreign country. **b** the office at a seaport, airport, or border-crossing point where imported goods are checked. 5 the regular business given by a customer: *That store would like to have your custom.* 1, 2, 4, 5 *n.*, 3 *adj.*

dan·ger·ous (dān'jər əs) likely to cause harm; not safe; risky: *The road around the mountain is dangerous.* *adj.*

de·cid·ed (di sīd'id) 1 definite; unquestionable: *The home team had a decided advantage.* 2 resolute; firm; determined: *Tom was a very decided person.* *adj.*
—**de·cid·ed·ly**, *adv.*

de·li·cious (di lish'əs) very pleasing or satisfying; delightful, especially to taste or smell: *a delicious cake.* *adj.* —**de·li·cious·ly**, *adv.*

den·si·ty (den'sə tē) 1 closeness; compactness; thickness: *The density of the forest prevented us from seeing more than a little way ahead.* 2 the amount of matter in a particular unit of volume: *A cubic metre of lead has more mass than a cubic metre of wood, so we say lead has a greater density than wood.* *n.*

de·part·ment (di pārt'mənt) a separate part of some whole; special branch; division: *the toy department of a store, the fire department of a municipal government.* *n.*

di·a·gram (dī'ə gram') 1 a drawing or sketch showing important parts of a thing: *A diagram may be an outline, a plan, a drawing, a figure, a chart, or a combination of any of these, made to show clearly what a thing is or how it works. A plan of a house or a steamship is a diagram.* 2 put on paper, a blackboard, etc. in the form of a drawing or sketch; make a diagram of. 1 *n.*, 2 *v.*

di·men·sion (di men'shən or dī men'shən) 1 the measurement of length, breadth, or thickness: *The dimensions of my room are 4.2 metres by 3.1 metres.* 2 the size; extent: *It was a building of considerable dimensions.* *n.*

dive (dīv) 1 plunge headfirst into the water. 2 the act of diving. 3 a downward plunge of an airplane. 4 to plunge the body, the hand, or the mind suddenly into anything: *He dived into his pocket and fished out a dollar.* 1, 4 *v.*, dived or dove, dived, div-ing; 2, 3 *n.*

➤ Dived and dove are both used for the past tense of dive, though dived seems to be more widely preferred in writing and in formal English.

earth·quake (ērth'kwāk') a shaking or sliding of the ground, caused by changes far beneath the earth's surface. *n.*

e·clip·se (ē klips') 1 a complete or partial darkening of the sun or the moon: *An eclipse of the sun occurs when the moon passes between the earth and the sun. An eclipse of the moon occurs when the earth passes between the sun and the moon, thus leaving the moon in shadow.* 2 cut off the light from, and so make invisible; darken. 3 a loss of importance or reputation; failure for a time: *The boxer has suffered an eclipse.* 4 shine much more brightly than; cast into the shade; surpass: *In sports he quite eclipsed his older brother.* 1, 3 *n.*, 2, 4 *v.*, e-clipsed, e-clips-ing.

—**ed** a suffix meaning: 1 that the action referred to has already taken place: *He worked all day yesterday.* 2 having or supplied with, as in *bearded, pale-faced, tender-hearted.* 3 having the characteristics of, as in *honeyed.*

ed·u·ca·tion (ej'ù kā'shən) 1 schooling; teaching: *In Canada, public schools offer an education to all children.* 2 the knowledge and abilities gained through training: *A person with education knows how to speak, write, and read well.* *n.*

el·e·va·tor (el'ə vā'tər) 1 anything that raises or lifts up. 2 a machine for carrying people or freight up and down in a building. 3 a building for storing grain: *Elevators are a familiar sight on the prairies.* 4 a hinged piece on the tail of an aircraft that is raised or lowered to make the machine go upward or downward. *n.*

en·gine (en'jən) 1 a machine for applying power to some work, especially a machine that can start others moving. 2 the machine that pulls a railway train; locomotive. 3 anything that is used to bring about a result; machine; instrument: *Those big guns are engines of war.* *n.*

en·joy (en joi') 1 have or use with joy; be happy with; take pleasure in: *We enjoyed our visit to the museum.* 2 have as an advantage or benefit: *He enjoys good health.* *v.*

en·ough (i nuf') 1 as many as needed: *Are there enough seats for all?* 2 as much as is wanted or needed: *Has he had enough to eat?* 3 sufficiently; until no more is needed or wanted: *Have you played enough?* 1 *adj.*, 2 *n.*, 3 *adv.*

e·qua·tion (i kwā'zhən) a mathematical statement that two quantities are equal. *Example:* $4 + 5 = 9$. *n.*

e·qui·lat·er·al (ē'kwə lat'ər əl) having all sides equal: *In an equilateral triangle all three sides are the same length and all three angles are the same.* *adj.*

e·quip·ment (i kwip'mənt) 1 a fitting out or providing. 2 what one is equipped with; an outfit: *A soldier must keep his equipment in order.* *n.*

es·cape (es kăp') 1 get free; get out and away: *The soldier escaped from the enemy's prison.* 2 keep free or safe from: *We all escaped the measles.* 3 the act of escaping. 4 a way of escaping: *There was no escape from the trap.* 1, 2 *v.*, es-caped, es-cap-ing; 3, 4 *n.*

es-pe-cial-ly (es pesh'əl ē) particularly; principally; chiefly: *This paint is especially designed for use outdoors.* adv.

-est a suffix used with some adjectives and adverbs to mean 'most': *Warmest means the most warm. Slowest means the most slow.*

es-ti-mate (es'tə mit for 1 and 3, es'tə māt' for 2 and 4) 1 a judgment or opinion as to how much, how many, how good, etc.: *His estimate of the length of the fish was 40 centimetres.* 2 form a judgment or an opinion: *She estimated it would take four hours to weed the garden.* 3 a statement of what certain work will cost, made by one willing to do the work: *The painter's estimate for painting the house was \$600.* 4 fix the worth, size, amount, etc., especially in a rough way; calculate approximately. 1, 3 n., 2, 4 v., **es-ti-mat-ed**, **es-ti-mat-ing**.

ex-cite (ek sit') 1 stir up the feelings of: *The news of war excited everybody.* 2 arouse: *His new jacket excited envy among the other boys.* 3 stir to action: *If you do not excite the dog, he will stay quiet.* v., **ex-cit-ed**, **ex-cit-ing**.

ex-claim (eks klām') cry out; speak suddenly in surprise, strong feeling, etc.: *'Here you are at last!' exclaimed his mother.* v.

ex-per-i-ment (eks per'ə ment' for 1, eks per'ə mēnt for 2) 1 try in order to find out; make trials or tests: *A baby experiments with his hands. That man is experimenting with dyes to get the color he wants.* 2 a trial or test to find out something: *a cooking experiment. Scientists test theories by experiment.* 1 v., 2 n.

fan-ta-sy (fan'tə sē) 1 the imagination; the play of the mind: *Fantasy accounts for many dreams.* 2 a picture in the mind. 3 wild imagining; fanciful thinking: *Spaceships were once thought to be pure fantasy.* 4 a wild, strange fancy; a fanciful idea: *The boy lived with many fantasies.* n., pl. **fan-ta-sies**.



A fawn of a white-tailed deer

fawn¹ (fon or fōn) 1 a deer less than a year old. 2 light, yellowish brown: *She was wearing a fawn coat.* 1, 2 n., 2 adj.

Fawn and **faun** are pronounced the same.

fawn² (fon or fōn) 1 try to win favor or attention by flattery or slavish acts: *Many flattering relatives fawned on the rich old man.* 2 of dogs, etc., show fondness by crouching, wagging the tail, licking the hand, etc. v.

fed (fed) See **feed**. *We fed the birds yesterday. Have they been fed today?* v.

fed-er-al (fed'ər əl) 1 of the central government of Canada, not of any province or city alone: *Delivering*

hat, āge, fār; let, ēqual, tērm; it, Ice
hot, ōpen, ōrder; oil, out; cup, pūt, rüle
ābove, takən, pencəl, lemən, circəs
ch, child; ng, long; sh, ship
th, thin; ꝥH, then; zh, measure

mail is a federal responsibility. 2 formed by an agreement between groups, provinces, states, etc.: *Canada and the United States both became nations by federal union.* adj.

feed (fēd) 1 give food to: *We feed a baby because he cannot feed himself.* 2 give as food to: *Feed this grain to the chickens.* 3 eat: *We put cows to feed in the pasture.* 4 food for animals: *Give the chickens their feed.* 5 supply with material: *The stokers fed coal to the furnaces.* 1-3, 5 v., **fed**, **feed-ing**; 4 n.

feu-dal (fyü'dəl) of or having to do with feudalism. adj.

feu-dal-ism (fyü'dəl iz'əm) a system under which military and other service was given to a lord in return for his protection and the use of his land and property: *Feudalism was the main system of Western Europe in the Middle Ages.* n.

fi-nal-ly (fi'nəl ē) at the end; at last: *The lost dog finally came home.* adv.

for-ev-er (fər ev'ər) 1 without ever coming to an end; for ever. 2 always; all the time: *That woman is forever talking.* adv.

for-mu-la (fôr'myə lə) 1 a recipe; prescription: *a formula for making soap.* 2 a mixture, especially one for feeding a baby, made according to a recipe or prescription. n.

for-ward (fôr'wərd) 1 onward; ahead: *Forward, march!* 2 to the front: *come forward (adv.), the forward part of a ship (adj.).* 3 advanced: *a child forward for his years.* 4 help on: *He did all he could to forward his friend's plans.* 5 send on farther: *to forward a letter.* 6 ready; eager: *He knew his lesson and was forward with his answers.* 7 pert; bold: *It is rude to be so forward.* 1, 2 adv., 2, 3, 6, 7 adj., 4, 5 v.

friend-ly (frend'lē) 1 of a friend: *a friendly greeting.* 2 like a friend; like a friend's. 3 on good terms: *friendly relations between countries.* 4 wanting to be a friend: *a friendly dog.* 5 favoring; favorable: *a friendly breeze.* adj., **friend-li-er**, **friend-li-est**. —**friend'li-ness**, n.

fright (frīt) 1 sudden fear; sudden terror: *The boy was pale with fright when he was rescued from the top of the cliff.* 2 Informal. a person or thing that is ugly, shocking, or ridiculous: *She looked a fright in that hat.* n.

-ful a suffix meaning: 1 full of ____: *Cheerful means full of cheer.* 2 showing ____: *Careful means showing care.* 3 enough to fill a ____: *A cupful means enough to fill a cup.*

fur-ni-ture (fər'nə chər) the articles needed in a house or room, such as chairs, tables, beds, desks, etc. n.

ga-rage (gə rāzh', gə raj' or gə razh') 1 a place for keeping automobiles. 2 a shop for repairing automobiles. *n.*



Gears:

A, to change the speed of axle rotation

B, with angled teeth to run more quietly

C, to change the direction of rotation

gear (gēr) 1 a wheel having teeth that fit into teeth in another wheel; wheels turning one another by teeth. 2 one of several sets of gears to which a motor may be connected: *top gear, reverse gear. An automobile in low gear moves slowly, but strongly.* 3 any arrangement of gears or moving parts; machinery: *the steering gear of a car.* 4 equipment needed for some purpose, such as harness, tools, clothing, or household goods: *He took his fishing gear on the holiday trip.* 5 adjust; adapt: *The steel industry was geared to the needs of war.* 1–4 *n.*, 5 *v.*

gen-tly (jen'tlē) 1 in a gentle way; tenderly; softly. 2 gradually: *a gentle sloping hillside.* *adv.*

gold-fish (göld'fish') a small fish of a golden color kept in garden pools or in glass bowls indoors. *n.*, *pl. gold-fish or gold-fish-es.*

go-ril-la (gə ril'ə) the largest and most powerful ape: *The gorilla is found in the forests of central Africa.* *n.*

grain (grān) 1 the seed of plants like wheat, oats, and corn. 2 the plants that these seeds or seedlike fruits grow on: *The farmer was busy cutting his grain.* 3 one of the tiny bits of which sand, sugar, salt, etc. are made up: *A few grains of sugar lay on the table.* 4 a very small weight about the same as 0.06 grams: *A pound equals 7000 grains.* 5 the smallest possible amount; tiniest bit: *a grain of truth.* 6 the little lines and markings in wood, marble, etc.; the arrangement of the particles of anything: *Mahogany has a fine grain.* 7 natural character; disposition: *Laziness was against the grain for her.* *n.*

group (grüp) 1 a number of persons or things together: *A group of children were playing tag.* 2 form into a group: *The children grouped themselves in front of the monkey's cage.* 3 bring together; arrange in a group: *She grouped the tulips in one vase, the roses in another.* 1 *n.*, 2, 3 *v.*

guard (gärd) 1 watch over; take care of; keep safe: *The dog guards the house.* 2 defend: *The goalie guards the goal.* 3 keep from escaping: *The soldiers guarded the prisoners day and night.* 4 check; hold back; keep under control: *Guard your tongue.* 5 something that guards; any safety device: *A guard was placed in front of the fire.* 6 a person or group that guards. 7 a position of defence in boxing or fencing. 8 a careful watch: *A soldier kept guard over the prisoners.* 9 a player on either side of the centre in rugby football. 10 either of the two players serving as defencemen in basketball. 1–4 *v.*, 5–10 *n.*

guide (gīd) 1 show the way; lead; direct: *The Indian guided the hunters.* 2 a person or thing that shows the way: *Tourists and hunters sometimes hire guides. Your feelings are often a poor guide for actions and beliefs.* 3 guidebook. 4 Girl Guide. 1 *v.*, *guid-ed, guid-ing*; 2–4 *n.*

gym (jim) gymnasium. *n.*

hap-pen-ing (hap'an ing) an event; occurrence; anything that happens. *n.*

hard-ly (härd'lē) 1 only just; barely: *We hardly had time to eat breakfast.* 2 not quite; not altogether: *He may have exaggerated, but it is hardly fair to call him a liar.* 3 most probably not: *They will hardly come in all this rain.* *adv.*

Hardly and scarcely are treated as negatives and so should not have another negative with them. *The film showed hardly nothing that was new to us* should be *The film showed hardly anything that was new to us.* *I didn't scarcely have enough money* should be *I scarcely had enough money.*

hare (her) an animal with long ears, a divided upper lip, a short tail, and long hind legs: *A hare is very much like a rabbit, but larger.* *n.*

Hare and hair are pronounced the same.

head-ing (hed'ing) 1 the part forming the head, top, or front. 2 something written or printed at the top of a page. 3 the title of a page, chapter, etc.; topic. *n.*

help (help) 1 aid: *I need some help with my work.* 2 assist or aid: *Father sometimes helps with the housework.* 3 a means of making better: *The medicine was a help.* 4 make better: *The doctor helped my sore throat.* 5 give food to; serve with food: *Help your aunt to milk and sugar, please.* 6 avoid; keep from: *He cannot help going to sleep.* 7 being helped: *The dying woman was beyond help.* 8 one or more employees: *The storekeeper treats his help well.* 1, 3, 7, 8 *n.*, 2, 4–6 *v.* —*help'er, n.*

help yourself, do what you wish, take what you wish, etc.: *Help yourself until I am ready to go.*

hem-i-sphere (hem'ə sfēr') 1 half of a sphere or globe. 2 half of the earth's surface: *North and South America are in the Western Hemisphere; Europe, Asia, and Africa are in the Eastern Hemisphere. All the countries north of the equator are in the Northern Hemisphere.* *n.*

he-red-i-ty (hə red'ə tē) 1 the passing down of physical and mental qualities from parents to children: *His blue eyes are a result of heredity.* 2 the qualities that have been passed down to a child from its parents. *n.*

his-to-ry (his'tə rē or his'trē) 1 a statement of what has happened. 2 the story of a person or a nation: *the history of Canada.* 3 a known past: *This ship has an interesting history.* *n.*, *pl. his-to-ries.*

hob-by (hob'ē) something a person especially likes to work at or to study but which is not his main business: *Growing roses is our doctor's hobby.* *n.*, *pl. hob-bies.*

home-work (hōm'wérk') 1 a lesson or lessons to be studied or prepared outside the classroom. 2 any work done at home. *n.*

hook (hūk) 1 a piece of metal, wood, or other stiff material, curved or having a sharp angle for catching, holding, or fastening something or for hanging things on: *a fish hook, a clothes hook.* 2 catch or take hold of with a hook: *hook a fish.* 3 fasten with a hook or hooks: *Please hook the gate. Will you hook my dress for me?* 4 make something by using a hook: *Grandma used canvas and strips of cloth to hook the rug in my bedroom.* 5 anything curved or bent like a hook: *A reaping hook is a large, curved knife for cutting down grass or grain.* 6 a sharp bend: *a hook in a river.* 1, 5, 6 *n.*, 2-4 *v.*

by hook or by crook, in any way at all; by fair means or foul.

hook up, connect an electric light or appliance; arrange and connect the parts of a radio set, telephone, etc.

hu-mid-i-ty (hyü mid'ə tē) 1 moistness; dampness: *The humidity today is worse than the heat.* 2 the amount of moisture in the air: *The humidity is high today.* *n.*

i-mag-ine (i maj'an) 1 picture in one's mind; form an image or idea of: *The girl likes to imagine herself an actress.* 2 suppose; guess: *I cannot imagine what you mean.* *v.*, **i-mag-ined**, **i-mag-in-ing**.

im-por-tant (im pōr'tənt) 1 meaning much; having value or influence: *important business, an important occasion.* 2 having social position or influence: *The mayor is an important man in our town.* 3 acting as if important; self-important; seeming to have influence: *He ran around giving orders in an important manner.* *adj.* —**im-por'tant-ly**, *adv.*

in-for-ma-tion (in'fər mǎ'shən) 1 knowledge; facts; news: *A dictionary gives information about words. The general sent the people information of his victory.* 2 an informing: *This guidebook is for the information of travellers.* *n.*

in-hab-it-ant (in hab'ə tənt) a person or animal that lives in a place: *Our town has almost 5000 inhabitants.* *n.*

in-su-late (in'sə lāt') 1 keep from losing or transferring electricity, heat, sound, etc., especially by covering, packing, or surrounding with a material that does not conduct electricity, heat, etc.: *Telephone wires are often insulated by a covering of rubber.* 2 pack with material that will not burn, so as to prevent the spread of fire: *The builder insulated the wall between the garage and the house.* 3 set apart; separate from others; isolate. *v.*, **in-su-lat-ed**, **in-su-lat-ing**.

in-ter-est-ed (in'tris təd, in'tər is təd, or in'tər es'təd) 1 feeling or showing interest: *an interested spectator.* 2 having an interest or share. *adj.*

☛ The adjective interested has two opposites.

Uninterested is just its negative and means 'having no feeling about a matter': *He was uninterested in the outcome of the game.* Disinterested means 'free

hat, age, fär; let, equal, term; it, ice
hot, open, order; oil, out; cup, put, rule
above, takən, pencil, leman, circus
ch, child; ng, long; sh, ship
th, thin; FH, then; zh, measure

from selfish motives; impartial; fair': *A disinterested onlooker offered to referee the game.*

in-ter-sect (in'tər sekt') 1 cut or divide by passing through or crossing: *A path intersects the field.* 2 cross each other: *Streets usually intersect at right angles.* *v.*

in-vite (in vit') 1 ask someone politely to come to some place or to do something: *He invited his friends to the party. We invited her to join our club.* 2 make a polite request for: *She invited our opinion of her story.* 3 give a chance for; tend to cause: *The letter invites some questions. Carelessness invites trouble.* 4 attract; tempt: *The calm water invited us to swim.* *v.*, **in-vit-ed**, **in-vit-ing**.

jack-et (jak'it) 1 a short coat. 2 an outer covering: *a book jacket.* *n.*

join (join) 1 bring or put together; connect, fasten, or clasp together: *to join hands, to join an island to the mainland by a bridge, to join two points.* 2 come together; meet: *The two roads join here. The stream joins the river just below the mill.* 3 unite; make or become one: *to join in marriage.* 4 take part with others: *to join in a song.* 5 become a member of: *He joined a boys' club. My uncle has joined the army.* 6 take or return to one's place in: *After a few days on shore the sailor joined his ship.* *v.*

joke (jök) 1 something said or done to make somebody laugh; something funny; jest. 2 make jokes; say or do something as a joke; jest. 3 a person or thing laughed at. 1, 3 *n.*, 2 *v.*, **joked**, **jok-ing**.

joy (joi) 1 a strong feeling of pleasure; gladness; happiness: *He jumped for joy when he saw the notice announcing the circus.* 2 something that causes gladness or happiness: *On a hot day, a cool swim is a joy.* *n.*

kick (kik) 1 strike out with the foot: *This horse kicks.* 2 strike with the foot: *My brother kicked me.* 3 drive, force, or move by kicking: *to kick a ball along the ground, to kick off one's shoes, to kick up dust.* 4 a blow with the foot: *The horse's kick knocked the boy down.* 5 the recoil or backward motion of a gun when it is fired. 6 spring back when fired; recoil: *This shotgun kicks.* 7 Informal. grumble; find fault. 8 Slang. thrill; excitement: *He gets a kick out of gambling.* 1-3, 6, 7 *v.*, 4, 5, 8 *n.*

kill (kil) 1 put to death; cause the death of: *The blow from the axe killed him.* 2 the act of killing. 3 the animal killed. 4 put an end to; get rid of; destroy: *to kill odors, to kill rumors, to kill faith.* 5 use up time:

We killed an hour at the zoo. 6 *Informal.* overcome completely: *My sore foot is killing me. His jokes really kill me.* 1, 4-6 *v.*, 2, 3 *n.* —**kill'er**, *n.*

knock (nok) 1 give a hard blow or blows to with the fist, knuckles, or anything hard; hit: *She knocked him on the head.* 2 a hit: *The hard knock made her cry.* 3 hit and cause to fall: *Mark ran against another boy and knocked him down.* 4 make a noise by hitting: *She knocked on the door.* 5 the sound of knocking: *The knock on the door made us all jump with surprise.* 6 a thumping or rattling sound in an engine: *We learned that the knock was caused by loose parts.* 7 make a noise, especially a rattling or pounding noise: *That engine knocks.* 1, 3, 4, 7 *v.*, 2, 5, 6 *n.*



lat-i-tude (lat'ə tyüd' or lat'ə tüd') 1 the distance north or south of the equator, measured in degrees: *On maps, lines parallel to the equator represent latitudes.* 2 a place or region having a certain latitude: *Polar bears live in the cold latitudes.* 3 room to act or think; freedom from narrow rules: *Their parents gave them a great deal of latitude in choosing their clothes.* *n.*

lawn¹ (lon or lôn) land covered with grass kept closely cut, especially near or around a house. *n.*

lawn² (lon or lôn) a kind of fine linen or cotton cloth. *n.*

lead¹ (lēd) 1 show the way by going along with or in front of: *He led the horses to water.* 2 be first among: *She leads the class in spelling.* 3 guidance or direction; example: *Many scientists followed the lead of his research.* 4 guide or direct in action, policy, opinion, etc.; influence; persuade: *Such actions lead us to distrust them.* 5 be a way or road: *Hard work leads to success.* 6 pass or spend time in some special way: *He leads a quiet life in the country.* 7 go first; begin a game or other activity: *You may lead this time.* 8 be chief of; command; direct: *A general leads an army. A woman led the singing.* 9 the place of leader; the place in front: *He always takes the lead when we plan to do anything.* 10 the right to go or play first: *It is your lead this time.* 11 the principal part in a play, film, etc. 12 the amount that one is ahead: *He had a lead of three metres at the halfway mark.* 13 a guiding indication; clue: *He was not sure where to look for the information, but the librarian gave him some good leads.* 1, 2, 4-8 *v.*, **led**, **lead-ing**; 3, 9-13 *n.*

lead² (led) 1 a soft, heavy, bluish-grey metal: *Lead is used to make sinkers for fishing lines.* 2 made of lead: *lead pipe.* 3 something made of lead. 4 bullets; shot: *a hail of lead.* 5 a long, thin piece of graphite or other

substance in or for a pencil. 6 a weight on a line used to find out the depth of water; plumb. 1, 3-6 *n.*, 2 *adj.*

☞ **Lead**² and **led** are pronounced the same.

lie¹ (lī) 1 something said that is not true; something that is not true said to deceive: *Saying his friend stole it was a lie.* 2 speak falsely; tell a lie: *He says that he has never lied, but I think he is lying when he says it.* 1 *n.*, 2 *v.*, **lied**, **ly-ing**.

☞ **Lie** and **lye** are pronounced the same.

lie² (lī) 1 have one's body in a flat position along the ground or other surface: *to lie on the grass, to lie in bed.* 2 rest on a surface: *The book was lying on the table.* 3 be kept or stay in a given state: *to lie idle, to lie hidden, to lie unused.* 4 be; be placed: *land that lies high, a road that lies among trees, a ship lying offshore at anchor. The lake lies to the south of us.* 5 exist; be found to be: *The cure for ignorance lies in education.* *v.*, **lay**, **lain**, **ly-ing**.

lig-a-ment (lig'ə mēnt) a band of strong tissue that connects bones or holds parts of the body in place. *n.*

lis-ten (lis'ən) 1 try to hear; attend so as to hear: *She listened for the sound of a car. I like to listen to music.* 2 give heed to advice, temptation, etc.; pay attention: *I don't know how to repair it because I did not listen.* *v.* —**lis'ten-er**, *n.*

lon-gi-tude (lon'jə tyüd' or lon'jə tüd', long'gə tyüd' or long'gə tüd') a distance east or west on the earth's surface, measured in degrees: *On maps, lines running between the North and South Poles represent longitudes.* See **latitude** for picture. *n.*

loose (lūs) 1 not firmly set or fastened: *a loose tooth, a loose thread.* 2 not tight: *loose clothing.* 3 not bound together: *loose papers.* 4 not put up in a box, can, etc.: *loose coffee.* 5 free; not shut in or up: *We leave the dog loose at night.* 6 not close or solid; having spaces: *cloth with a loose weave.* 7 not strict or exact: *a loose account of the accident.* 8 with little control or restraint: *loose conduct, a loose character.* 9 set free; let go: *They loosed the prisoners.* 10 make loose; untie; unfasten: *to loose a knot.* 1-8 *adj.*, **loos-er**, **loos-est**; 9, 10 *v.*, **loosed**, **loos-ing**. —**loose'ly**, *adv.*

lose (lüz) 1 not have any longer; have taken away from one by accident, carelessness, parting, death, etc.: *to lose one's life, to lose a limb, a father, or a friend.* 2 be unable to find: *to lose one's way, to lose a book.* 3 fail to keep or maintain; cease to have: *lose patience, lose all fear.* 4 miss; fail to get, catch, see, hear, or understand: *lose a train, to lose a few words of what was said.* 5 be or become worse off in money, in numbers, etc.: *The army lost heavily in the battle.* 6 fail to win: *to lose the prize.* 7 be defeated: *Our team lost.* 8 bring to destruction; ruin: *The ship and its crew were lost.* 9 waste; spend or let go by without any result: *to lose time waiting, to lose a chance.* 10 cause to lose: *That one act lost him his job.* 11 of a timepiece, run slow: *That clock loses five minutes a day.* *v.*, **lost**, **los-ing**. —**los'er**, *n.*

luck-i-ly (luk'ə lē) by good luck; fortunately. *adv.*

—**ly**¹ a suffix meaning in a ____ way or manner:

Cheerfully means in a cheerful way. Slightly means in a slight manner.

-ly² a suffix meaning: 1 like a ____: *Ghostly means like a ghost.* 2 like that of a ____: *Brotherly means like that of a brother.* 3 of each or every ____: *Daily means of every day.*

ly-ing¹ (lī'ing) 1 the telling of a lie; the habit of telling lies. 2 false; not truthful: *a lying report.* 3 See **lie**¹. 1 *n.*, 2 *adj.*, 3 *v.*

ly-ing² (lī'ing) See **lie**². *I'm lying down.* *v.*

man-age (man'ij) 1 control; conduct; handle; direct: *A good rider manages his horse well. They hired a man to manage the business.* 2 succeed in doing something: *I managed to get the job done.* 3 get along: *We managed on very little money.* *v.*, **man-aged**, **man-ag-ing**.

meet-ing (mēt'ing) 1 coming together: *He looked forward to the meeting with his uncle.* 2 an assembly of persons for worship: *a prayer meeting.* 3 any assembly: *Our club held a meeting.* 4 the place where things meet: *a meeting of roads.* *n.*

-ment a suffix meaning: 1 the act of ____ing: *Enjoyment means the act of enjoying.* 2 the state of being ____ed: *Amazement means the state of being amazed.* 3 the product or result of ____ing: *Pavement means the result of paving.* 4 the thing that ____s: *Inducement means the thing that induces.*

me-rid-i-an (mə rid'ē ən) 1 an imaginary circle passing through any place on the earth's surface and through the North and South Poles. 2 the half of such a circle from pole to pole: *All the places on the same meridian have the same longitude.* 3 the highest point that the sun or any star reaches in the sky. 4 the highest point; the time of greatest success and happiness: *The meridian of life is the prime of life.* *n.*

me-te-or-ol-o-gy (mē'tē ər ol'ə jē) the science of the atmosphere and weather: *Weather forecasting is a part of meteorology.* *n.*

mol-e-cule (mol'ə kyūl') 1 the smallest particle into which a substance can be divided without chemical change. 2 a very small particle. *n.*

mo-ment (mō'mənt) 1 a very short space of time; an instant: *In a moment, all was changed.* 2 a particular point of time: *I started home the very moment I received your message.* 3 importance or significance: *The Premier was busy on a matter of moment.* *n.*

mon-ar-chy (mon'ər kē) 1 government by a monarch. 2 a nation governed by a monarch. *n.*, *pl.* **mon-ar-chies**.

mos-qui-to (məs kē'tō) a small, slender insect: *The female mosquito can pierce the skin of people and animals and draw blood, causing a sting that itches.* *n.*, *pl.* **mos-qui-toes** or **mos-qui-tos**.

most-ly (mōst'lē) almost all; for the most part; mainly; chiefly. *adv.*

multi- combining form. 1 having many or

hat, āge, fār; let, ēqual, tērm; it, Ice
hot, ōpen, ōrder; oil, out; cup, pūt, rŭle
ābove, takən, pencəl, lemən, circəs
ch, child; ng, long; sh, ship
th, thin; ƦH, then; zh, measure

several, as in *multiform*. 2 many or several times, as in *multimillionaire*.

mu-nic-i-pal-i-ty (myū nis'ə pal'ə tē) a city, town, county, district, township, or other area having local self-government. *n.*, *pl.* **mu-nic-i-pal-i-ties**.

mys-tē-ri-ous (mis tēr'ē əs) 1 full of mystery; hard to explain or understand; secret; hidden: *Electricity is mysterious.* 2 suggesting mystery: *a mysterious look.* *adj.*

mys-ter-y (mis'tər ē) 1 a secret; something that is hidden or unknown. 2 secrecy; obscurity. 3 something that is not explained or understood: *the mystery of the migration of birds.* 4 a story, play, etc. about strange or secret events: *My sister likes reading mysteries.* *n.*, *pl.* **mys-ter-ies**.

na-ture (nā'chər) 1 the way things are and grow in the world without the aid or interference of man: *It is a law of nature.* 2 the outdoor world of plant and animal life as contrasted with the man-made world of cities, houses, and industry: *He is a lover of nature.* 3 the qualities or abilities with which a person or animal is born: *It is the nature of birds to build nests and of men to talk.* 4 character: *Cruelty is not in her nature.* 5 sort; kind: *books of a scientific nature.* *n.*

near-ly (nēr'lē) 1 almost: *It is nearly bedtime.* 2 closely: *It will cost more than we can afford, as nearly as I can figure it.* *adv.*

neigh-bor or **neigh-bour** (nā'bər) 1 someone who lives in the next house or nearby. 2 a person or thing that is near or next to another: *The big tree brought down several of its smaller neighbors as it fell.* 3 be near or next to; adjoin. 4 a fellow human being: *One should be kind to one's neighbor.* 1, 2, 4 *n.*, 3 *v.*

-ness a suffix meaning: being ____: *Blackness means being black. Carefulness means being careful.*

nick-el (nik'əl) 1 a hard, silvery white metallic element: *Nickel is much used in mixtures with other metals.* 2 a coin containing nickel; a five-cent piece. *n.*

o-a-sis (ō ā'sis) 1 a fertile spot in the desert: *Water is always available at an oasis.* 2 any fertile spot in a barren land; any pleasant place in a desolate region. *n.*, *pl.* **o-a-ses** (ō ā'sēz).

of-fice (of'is) 1 the place in which the work of a business or profession is done; a room or rooms in which to do such work: *The executive offices were on the second floor.* 2 a position, especially a public position: *The M.P. was appointed to the office of Minister of Defence.* 3 the duty of one's position; one's

job or work: *It is his office to open the mail.* 4 the staff of persons carrying on work in an office: *Half the office is on vacation.* 5 an attention; an act of kindness or unkindness; a service or an injury: *Through the good offices of a friend, I was able to get a ticket to the game.* *n.*

on-to (on'tü) on to; to a position on: *to throw a ball onto the roof, to get onto a horse, a boat driven onto the rocks.* *prep.*

o-pen-ing (õ'pən ing) 1 an open or clear space; a gap or hole: *an opening in a wall, an opening in the forest.* 2 the first part; the beginning: *the opening of his lecture.* 3 first; beginning: *the opening words of his speech.* 4 a formal beginning: *The opening of the new theatre will be at three o'clock tomorrow afternoon.* 5 a job, place, or position that is open or vacant: *an opening for a teller in a bank, an opening for a teacher in a school.* 6 a favorable chance or opportunity: *In talking with your mother, I made an opening to ask her about sending you to camp. As soon as I saw an opening, I got up quickly and left the room.* 1, 2, 4-6 *n.*, 3 *adj.*

-or a suffix meaning a person or thing that ____: *Actor means a person that acts. Generator means a thing that generates.*

ouch (ouch) an exclamation expressing sudden pain. *interj.*

page¹ (pāj) 1 one side of a leaf or sheet of paper: *a page in this book.* 2 a record: *the pages of history.* 3 a happening or time considered as part of history: *The settling of the West is an exciting page in our history.* *n.*

page² (pāj) 1 a servant, often a boy, who runs errands, carries hand luggage, etc. for guests at hotels, etc.: *The pages at hotels usually wear uniforms.* 2 try to get a message to a person by means of an announcement, either by a page or on a public address: *The store manager paged the lost boy's mother on the P.A.* 3 a messenger in the House of Commons, the Senate, or the Legislative Assembly. 4 in former times, a young man who was preparing to be a knight. 1, 3, 4 *n.*, 2 *v.*, *paged*, *pag-ing*.

par-li-a-ment (pär'lə mənt) an assembly of elected members who make up the highest lawmaking body in certain countries, including Canada and Great Britain: *The Canadian Parliament is composed of the Senate and the House of Commons.* *n.*

pas-sen-ger (pas'ən jər) a traveller in a train, bus, boat, airplane, etc., usually one who pays a fare. *n.*

pas-ture (pas'chər) 1 a grassy field or hillside; grassy land on which cattle, sheep, or horses can feed. 2 grass and other growing plants: *These fields afford excellent pasture.* 3 put cattle, sheep, etc. out to pasture. 4 feed on growing grass, etc. 1, 2 *n.*, 3, 4 *v.*, *pas-tured*, *pas-tur-ing*.

pa-trol (pə trōl') 1 go the rounds as a watchman or a policeman does: *The sentries patrolled the camp.* 2 the persons who patrol: *The patrol was changed at midnight.* 3 the act or process of going the rounds to watch or guard: *He was on patrol last night.* 4 a group of

soldiers, ships, or airplanes sent out to find out all they can about the enemy. 5 one of the subdivisions of a troop of Boy scouts or Girl Guides: *There are eight people in a patrol, including a patrol leader and a second.* 1 *v.*, *pa-trolled*, *pa-trol-ling*; 2-5 *n.*

pe-rim-e-ter (pə rim'ə tər) 1 the outer boundary of a figure or area: *the perimeter of a circle. A fence marks the perimeter of the field.* 2 the distance around such a boundary. *n.*

per-pen-dic-u-lar (pər'pən dik'yə lər) 1 upright; standing straight up: *a perpendicular cliff.* 2 at right angles: *One line is perpendicular to another when it makes a square corner with another. The floor of a room is perpendicular to the side walls and parallel to the ceiling.* 3 a perpendicular line, plane, or position. 1, 2 *adj.*, 3 *n.*

pi-rate (pī'rit) 1 one who attacks and robs ships; a robber on the sea. 2 be a pirate. 3 publish or use without the author's, inventor's, or owner's permission. 1 *n.*, 2, 3 *v.*, *pi-rat-ed*, *pi-rat-ing*.

plain (plān) 1 clear; easy to understand; easily seen or heard: *The meaning is plain.* 2 clearly; in a plain manner: *Speak it plain.* 3 without ornament or decoration: *a plain dress.* 4 all of one color; without a printed or woven pattern: *a plain blue dress.* 5 not rich or highly seasoned: *plain food.* 6 common; ordinary; simple in manner: *a plain man of the people.* 7 not pretty: *a plain girl.* 8 frank; honest; sincere: *plain speech.* 9 a flat stretch of land; prairie: *the western plains. Cattle wandered over the plain.* 1, 3-8 *adj.*, 2 *adv.*, 9 *n.*

 Plain and plane are pronounced the same.

play-ful (plā'fəl) 1 full of fun; fond of playing. 2 joking; not serious: *a playful remark.* *adj.*

plu-ral (plūr'əl) 1 referring to more than one: *Scissors is a plural noun. The plural form of 'boy' is 'boys.'* 2 the form of a word used to show that more than one are meant: *The plural of 'book' is 'books,' of 'man' 'men,' and of 'this' 'these.' 'Books,' 'men,' and 'these' are all plurals.* 1 *adj.*, 2 *n.*

pound¹ (pound) 1 a measure of weight; 16 ounces (about 0.45 kilograms). 2 a unit of troy weight; 12 ounces (about 0.37 kilograms). 3 a unit of money of Great Britain, worth about \$2.00 in Canadian money: *One pound is equal to 100 new pence. Symbol (for def. 3): £ n., pl. pounds or pound.*

pound² (pound) 1 hit hard again and again; hit heavily: *He pounded the door with his fist.* 2 beat hard; throb: *After a hard run your heart pounds.* 3 crush to powder or pulp by beating. 4 move heavily: *He pounded down the hill to catch the bus.* *v.*

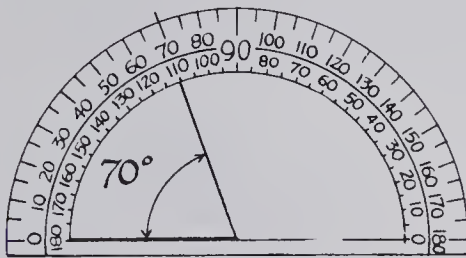
pound³ (pound) an enclosed place in which to keep stray animals: *The dogcatcher took the collie to the city pound.* *n.*

pow-er (pou'ər) 1 strength; might; force: *Penicillin is a medicine of great power. Bulldozers have great power.* 2 the ability to do or act: *I will give you all the help in my power. The fairy had power to change into different shapes.* 3 authority; right; control; influence:

Parliament has power to declare war. Jack was in the power of the giant. 4 a person, nation, or thing who has authority or influence: *Five powers held a peace conference.* 5 energy or force that can do work: *Running water can be used to operate a turbine and produce electric power.* 6 provide with power or energy: *a boat powered by an outboard motor.* 7 operated by a motor; equipped with its own motor: *a power drill.* 8 the capacity of an instrument to magnify: *An object seen through a microscope with a power of ten looks ten times its actual size.* 1-5, 7, 8 *n.*, 6 *v.*

pre- a prefix meaning: before in place, time, order, or rank, as in *prehistoric*, *premeditate*, *prepay*.

pro-teïn (prō'tēn) one of the substances that contain nitrogen and are a necessary part of the cells of animals and plants: *Meat, milk, cheese, eggs, and beans contain protein.* *n.*



A protractor

pro-trac-tor (prō trak'tər) an instrument for drawing or measuring angles. *n.*

quan-ti-ty (kwon'tə tē) 1 an amount: *Equal quantities of nuts and raisins were used in the cake.* 2 a large amount; large number: *The baker buys flour in quantity. She owns quantities of books.* *n.*, *pl. quan-ti-ties.*

ques-tion (kwes'chən) 1 something asked in order to get information. 2 ask in order to get information: *The police questioned the witness of the accident.* 3 a matter to be talked over or considered; problem: *They were discussing an important question.* 4 a matter to be voted upon: *The president asked if the club members were ready for the question.* 5 to doubt; dispute: *I question the truth of many fish stories.* 1, 3, 4 *n.*, 2, 5 *v.*

quick (kwik) 1 fast and sudden; swift: *The cat made a quick jump. Many weeds have a quick growth.* 2 coming soon; prompt: *a quick reply.* 3 not patient; hasty: *a quick temper.* 4 acting quickly; lively; ready: *a quick wit, a quick ear.* 5 quickly: *Come quick!* 6 tender, sensitive flesh, especially the flesh under a fingernail or toenail: *The child bit his nails down to the quick.* 7 the tender, sensitive part of one's feelings: *The boy's pride was cut to the quick by the words of blame.* 8 living persons: *the quick and the dead.* 1-4 *adj.*, 5 *adv.*, 6-8 *n.* —**quick'ly**, *adv.* —**quick'ness**, *n.*

qui-ēt (kwī'ət) 1 making no sound; with little or no noise: *quiet footsteps, a quiet room.* 2 still; moving very little: *a quiet river.* 3 at rest; not busy: *a quiet evening at home.* 4 peaceful; gentle: *a quiet girl, quiet manners.* 5 stillness; peace; freedom from disturbance: *to read in*

hat, āge, fār; let, ēqual, tērm; it, īce
hot, ōpen, ōrder; oil, out; cup, pūt, rüle
ābove, takən, pencəl, lemən, circəs
ch, child; ng, long; sh, ship
th, thin; ƧH, then; zh, measure

quiet. 6 make quiet: *The mother quieted her frightened child.* 7 become quiet: *The wind quieted down.* 8 not showy or bright: *Grey is a quiet color.* 1-4, 8 *adj.*, 5 *n.*, 6, 7 *v.* —**qui'et-ness**, *n.*

ra-di-a-tion (rā'dē ā'shən) 1 the act or process of giving out light, heat, or other radiant energy. 2 the energy radiated: *The radiation from an atomic bomb is dangerous to life.* 3 a radio-active ray or rays: *Radiation is harmful to living tissue.* *n.*

rang-er (rān'jər) 1 a person employed to guard a tract of forest. 2 a soldier of certain regiments originally organized for fighting in the North American forests: *Butler's Rangers, the Queen's Rangers.* 3 Also, **Ranger**, a member of the senior branch of the Girl Guides, for girls over 16 years. *n.*

ra-ti-o (rā'shē o' or rā'shō) the relation of one number or quantity to another: *'He has sheep and cows in the ratio of 10 to 3' means that he has ten sheep for every three cows. The ratio of 10 to 3 is written as 10:3; 10/3, 10 ÷ 3, or 10/3. The ratios of 3 to 5 and 6 to 10 are the same.* *n.*, *pl. ra-ti-os.*

re- a prefix meaning: 1 again; anew; once more, as in *reappear, rebuild, reopen, re-enter.* 2 back, as in *recall, repay, replace.*

re-al-ize (rē'al īz') 1 understand clearly; be fully aware of: *The teacher realizes now how hard you worked.* 2 make real: *Her uncle's present made it possible for her to realize her dream of going to Europe.* *v.*, **re-al-ized**, **re-al-iz-ing**. Also, **realise**.

re-port (ri pōrt') 1 an account or statement of facts: *a school report, a report of a traffic accident.* 2 give an account of something; make a report; state formally: *Our treasurer reports that all dues are paid up.* 3 repeat or give an account of; describe; tell: *The radio reports the news and weather.* 4 present oneself: *Report for work at eight o'clock.* 5 the sound of a shot or an explosion: *the report of a gun.* 6 common talk; rumor: *Report has it that our neighbors are leaving town.* 1, 5, 6 *n.*, 2-4 *v.*



A tank type of reservoir, showing the pipes inside

res-er-voir (rez'ər vwär' or rez'ər vwôr') 1 a place where water is collected and stored for use: *This reservoir supplies the entire city.* 2 anything to hold a liquid: *A fountain pen has an ink reservoir.* 3 a place

where anything is collected and stored: *His mind was a reservoir of facts.* 4 a great supply: *a reservoir of weapons.* *n.*

res-pi-ra-tion (res'pə rā'shən) breathing: *Her bad cold hinders respiration.* *n.*

re-spon-si-bil-i-ty (ri spon'sə bil'ə tē) 1 being responsible; obligation: *A little child does not feel much responsibility.* 2 something for which one is responsible: *Keeping house and caring for the children are her responsibilities.* *n., pl. re-spon-si-bil-i-ties.*

rev-o-lu-tion (rev'ə lū'shən) 1 a complete, often violent, overthrow of a government or political system. 2 a complete change: *Plastics have brought about a revolution in industry.* 3 a movement in a circle or curve around some point: *One revolution of the earth around the sun takes a year.* 4 a turning round a centre; rotation: *The revolution of the earth causes day and night.* 5 a single complete turn around a centre: *The wheel of the motor turns at a rate of more than one thousand revolutions a minute.* *n.*

ro-ta-tion (rō tā'shən) 1 turning round a centre; turning in a circle: *the rotation of a top.* *The earth's rotation causes night and day.* 2 a system of taking turns; changing in regular succession: *The job of classroom roll call is done in rotation.* 3 in farming, varying the crops grown in the same field to keep the soil from losing its fertility. *n.*

rough (ruf) 1 not smooth; not level; not even: *rough boards, the rough bark of oak trees, a rough, rocky hill.* 2 stormy: *rough weather.* 3 likely to hurt others; harsh; not gentle: *rough manners.* 4 without luxury and ease: *a rough life in camp.* 5 without polish or fine finish: *rough diamonds.* 6 not completed; done as a first try; without details: *a rough drawing, a rough idea.* 7 coarse and tangled: *rough fur, a dog with a rough coat of hair.* 8 a coarse, violent person. 9 *Informal.* unpleasant; hard; severe: *He was in for a rough time.* 10 make rough; roughen. 11 treat roughly: *The angry mob roughed up the suspected traitor.* 12 shape or sketch roughly: *rough out a plan, rough in the outlines of a face.* 13 in a rough manner; roughly: *Those boys play too rough for me.* 1-7, 9 *adj.*, 8 *n.*, 10-12 *v.*, 13 *adv.* —*rough'ness, n.*

row¹ (rō) a line of people or things: *The children stood in a row in front of the row of chairs.* *Corn is planted in rows.* *n.*

Row¹, row², and roe are pronounced the same.

row² (rō) 1 move a boat by means of oars: *We rowed to the island.* *Row the boat to the island.* 2 carry in a rowboat: *He rowed us to shore.* 3 a trip in a rowboat: *It's only a short row.* 1, 2 *v.*, 3 *n.*

See note at row¹.

row³ (rou) a noisy quarrel; a loud disturbance: *The three children had a row over the bicycle.* *What's all this row about?* *n.*

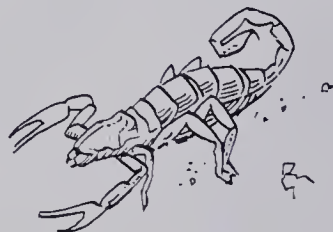
sau-cer (so'sər or sō'sər) 1 a shallow dish to set a cup on. 2 a small, round dish with its edge curved up. 3 something round and shallow like a saucer. *n.*

save¹ (sāv) 1 make safe from harm, danger, hurt, loss, etc.; rescue: *The dog saved the boy's life.* *The woman saved her jewels from the fire.* 2 keep safe from harm, danger, hurt, loss, etc.; protect: *to save one's honor.* 3 lay aside; store up: *to save money.* *She saves pieces of string.* 4 keep from spending or wasting: *Save your strength.* 5 avoid expense or waste: *She saves in every way she can.* 6 prevent; make less: *to save work, to save trouble, to save expense.* 7 treat carefully to lessen wear, weariness, etc.: *Large print saves one's eyes.* 8 set free from sin and its results: *The Christian church teaches that Christ came to save the world.* *v., saved, sav-ing.*

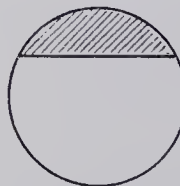
save² (sāv) except; but: *He works every day of the week save Sunday.* *prep.*

sci-en-tist (sī'en tist) a person who has expert knowledge of some branch of science: *Persons specially trained in and familiar with the facts and laws of such fields of study as biology, chemistry, mathematics, physics, geology, and astronomy are scientists.* *n.*

A scorpion —
about 7 cm long



scor-pi-on (skôr'pē ən) a small animal belonging to the same group as the spider and having a poisonous sting at the end of its tail. *n.*



The shaded part is
a segment of the circle.

seg-ment (seg'mənt) a piece or part cut off, marked off, or broken off; division; section: *An orange is easily pulled apart into its segments.* *n.*

seis-mo-graph (siz'mə graf' or sīs'mə graf') an instrument for recording the direction, intensity, and duration of earthquakes. *n.*

sen-ate (sen'it) 1 a governing or lawmaking assembly: *the senate of a university.* 2 the upper and smaller branch of a parliament or assembly that makes laws: *The Canadian Senate, which consists of 102 members, is made up of representatives from each province.* *n.*

ser-geant (sär'jənt) 1 a non-commissioned officer in the armed forces, ranking next above corporal. 2 a police officer usually ranking next above an ordinary policeman. *n.*

se-ries (sēr'ēz) 1 a number of similar things in a row: *A series of rooms opened off the long hall.* 2 a number of things placed one after another: *in an alphabetical series.* 3 a number of things or events happening one after the other: *A series of rainy days spoiled their vacation.* *n., pl. se-ries.*

sher-iff (sher'if) 1 in Canada, an official whose job is

to enforce certain court orders, such as evicting persons for failure to pay rent and escorting convicted persons to prison. 2 in the United States, the most important law-enforcing officer of a county. *n.*

sol-u-ble (sol'yə bəl) 1 that can be dissolved: *Salt is soluble in water.* 2 that can be solved: *soluble puzzles.* *This problem is soluble.* *adj.*

spend (spend) 1 pay out: *She spent ten dollars today.* 2 pay out money: *Earn before you spend.* 3 use; use up: *Don't spend any more time on that lesson.* 4 pass: *We spent last summer at the seashore.* 5 wear out: *The storm has spent its force.* *v., spent, spend-ing.*

stamp (stamp) 1 a small piece of paper with a sticky back, put on letters, papers, parcels, etc., to show that a charge has been paid. 2 a similar piece of paper used for any of various purposes. 3 put a stamp on: *stamp a letter, stamp an official document.* 4 bring down one's foot with force: *He stamped his foot in anger. He stamped on the spider.* 5 the act of stamping. 6 pound; crush; trample; tread: *She stamped out the fire.* 7 an instrument that cuts, shapes, or prints a design on paper, metal, wax, etc.; thing that puts a mark on: *The stamp had her name on it.* 8 mark with such an instrument: *She stamped the papers with the date.* 9 the mark made by such an instrument. 10 a mill or machine that crushes rock, etc. 11 show to be of a certain quality or character: *His speech stamps him as a man of education.* 12 an impression; marks: *Her face bore the stamp of suffering.* 1, 2, 5, 7, 9, 10, 12 *n.*, 3, 4, 6, 8, 11 *v.*

sta-tis-tics (stə tis'tiks) 1 numerical facts about people, business conditions, the weather, etc.: *population statistics.* 2 the science of collecting and classifying such facts in order to show their significance. *n.*

strait (strāt) 1 a narrow channel connecting two larger bodies of water. 2 straits, *pl.* difficulty; need; distress: *He was in desperate straits for money.* *n.*

Strait and straight are pronounced the same.

stu-pid (styü'pid or stü'pid) 1 not intelligent; dull: *a stupid person, a stupid remark.* 2 not interesting; boring: *a stupid book.* *adj.*

tape (tāp) 1 a long, narrow strip of cloth, paper, plastic, etc.: *That candy store uses fancy tape to tie all packages.* 2 something like such a strip: *The strip stretched across the finish line in a race is called a tape.* *A tape of cloth or steel, marked in centimetres, etc., is used for measuring. Sound may be recorded on a kind of plastic tape.* 3 a strip of material coated with a sticky substance to make it adhere to a surface: *He strengthened his hockey stick by wrapping tape around it.* 4 a strip of plastic that has been magnetized for recording sound or television images and sound. 5 record on tape by means of a tape-recorder: *The program was taped for broadcasting at a later time.* 6 fasten with tape; wrap with tape: *The doctor taped up the wound.* 1-4 *n.*, 5, 6 *v.*, taped, tap-ing.

tem-per-ate (tem'pər it) 1 not very hot and not very cold: *Much of Canada lies in the North Temperate Zone.* 2 moderate; using self-control: *He spoke in a*

hat, äge, fär; let, ēqual, tērm; it, īce
hot, ōpen, ōrder; oil, out; cup, pūt, rīle
ābove, takən, pencəl, lemən, circəs
ch, child; ng, long; sh, ship
th, thin; ʦH, then; zh, measure

temperate manner, not favoring either side especially.

3 moderate in using alcoholic drinks: *A temperate man never drinks too much.* *adj.*

tēn-nis (ten'is) a game played by two or four players on a special court, in which a ball is hit back and forth over a net with a racket. *n.*

ther-mo-stat (thēr'mə stat') an automatic device for regulating temperature: *Most furnaces and ovens are controlled by thermostats.* *n.*

thun-der (thun'dər) 1 the loud noise that accompanies a flash of lightning: *Thunder is caused by a disturbance of the air resulting from the discharge of electricity.* 2 give forth thunder: *It thundered, but no rain fell.* 3 any noise like thunder: *the thunder of Niagara Falls, a thunder of applause.* 4 make a noise like thunder: *The cannon thundered.* 5 utter very loudly; roar: *thunder a reply.* 1, 3 *n.*, 2, 4, 5 *v.*

ti-tle (tī'təl) 1 the name of a book, poem, picture, song, etc. 2 a name showing a person's rank, occupation, or condition in life: *King, Duke, Captain, Doctor, Professor, Madame, and Miss are titles.* *The first letter in titles is capitalized.* 3 the first-place position; a championship. *n.*

tor-toise (tôr'tās) a turtle, especially a land turtle. *n., pl. tor-tois-es or tor-toise.*

tough (tuf) 1 bending without breaking: *Leather is tough; cardboard is not.* 2 hard to cut, tear, or chew: *The steak was so tough he couldn't eat it.* 3 strong; hardy: *Donkeys are tough little animals and can carry big loads.* 4 hard; difficult: *Dragging the load uphill was tough work for the horses.* 5 hard to influence; stubborn: *a tough customer.* 6 rough; disorderly: *He lived in a tough neighborhood.* 7 a rough person: *A gang of toughs attacked the policeman.* 1-6 *adj.*, 7 *n.*

tow' (tō) 1 pull by a rope, chain, etc.: *The tug is towing three barges.* 2 the act of towing. 3 the condition of being towed: *The launch had the sailboat in tow.* 4 what is towed: *Each tug had a tow of three barges.* 5 the rope, chain, etc. used for towing. 1 *v.*, 2-5 *n.*

Tow and toe are pronounced the same.

tow' (tō) the coarse and broken fibres of flax, hemp, etc., prepared for spinning: *This string is made of tow.* *n.*

train (trān) 1 a connected line of railway cars pulled by an engine: *a very long freight train of 100 cars.* 2 a line of people, animals, wagons, trucks, etc. moving along together: *A train of snowmobiles sped across the ice.* 3 a part of a cloak or gown that trails behind the wearer: *Two attendants carried the queen's train.* 4 a group of followers: *the rodeo star and his train.* 5 a series; succession: *A train of misfortunes overcame the hero.* 6 bring up; rear; teach: *He trained his sons to respect their parents and teachers.* 7 make skilful by

teaching and practice: *train women as nurses. Saint Bernard dogs were trained to hunt for travellers lost in the snow.* 8 make fit by exercise and diet: *The runners trained for races.* 9 point; aim: *to train guns upon a fort.* 10 bring into a particular position: *We trained the vines around the post.* 1-5 *n.*, 6-10 *v.* —*train'er*, *n.*

tun-dra (tun'drə) a vast, level, treeless plain in the arctic regions: *The ground beneath the surface of the tundra is frozen even in summer.* *n.*

un-der-stand (un'dər stand') 1 get the meaning of; comprehend: *Now I understand the teacher's question.* 2 get the meaning: *People listen but often do not understand.* 3 know well; know how to deal with: *A good teacher understands children.* 4 be informed; learn: *I understand that he is leaving town.* 5 take as a fact; believe: *It is understood that you will come.* 6 supply in the mind. In 'He hit the tree harder than I,' the word *did* is understood after *I*. *v.*, *un-der-stood*, *un-der-stand-ing*.

un-less (un les') if it were not that; if not: *We shall go unless it rains.* *conj.*

un-til (un til') 1 up to the time of: *It was cold from Christmas until April.* 2 up to the time when: *He waited until the sun had set.* 3 before: *She did not leave until morning.* 4 to the point or stage that: *He worked until he was too tired to do more.* 1, 3 *prep.*, 2, 4 *conj.*

u-su-al (yü'zhü əl) in common use; customary; ordinary: *Snow is usual in most of Canada during winter.* *adj.* —*u'su-al-ly*, *adv.*

vam-pire (vam'pīr) 1 an imaginary creature believed to be a corpse that comes back to life at night and sucks the blood of people while they sleep. 2 a person who ruthlessly takes advantage of others. *n.*

vi-rus (vī'rəs) 1 any one of a group of substances that cause certain infectious diseases: *Viruses are so small that they cannot be seen through most microscopes.* 2 something that poisons the mind or morals: *the virus of prejudice.* *n.*

vol-ca-nō (vol kā'nō) 1 an opening in the earth's crust through which steam, ashes, and lava are forced out. 2 a hill or mountain around this opening, built up of the material that is forced out. *n.*, *pl.* *vol-ca-noes* or *vol-ca-nos*.

vo-ya-geur (voi'ə zhēr') *Cdn.* 1 a boatman, especially a French Canadian, in the service of the early fur-trading companies. 2 a boatman or woodsman of the Canadian forests, especially in the North. *n.*

wake¹ (wāk) 1 stop sleeping: *I usually wake at dawn.* 2 cause to stop sleeping: *The noise will wake the baby.* 3 be awake; stay awake: *all his waking hours.* 4 become alive or active: *Flowers wake in the spring.* 5 make alive or active: *He needs some interest to wake him up.* 6 a watching over the body of a dead person before its burial. 7 keep watch. 1-5, 7 *v.*, *woke* or *waked*, *wak-ing*; 6 *n.*

wake² (wāk) 1 the track left behind a moving ship. 2 a track left behind anything. *n.*

weird (wērd) 1 unearthly; mysterious; wild; strange: *The witches moved in a weird dance. We were awakened by a weird shriek.* 2 *Informal.* odd; fantastical; queer: *The shadows made weird figures on the wall.* *adj.*

wheth-er (weTH'ər or hweTH'ər) 1 a word used in expressing a choice or an alternative: *Whether we go or whether we stay matters very little. He does not know whether to go to the shop or not.* 2 *if:* *He asked whether he should finish the work.* 3 *either:* *Whether sick or well, she is always cheerful.* *conj.*

Whether and weather are sometimes pronounced the same.

whose (hüz) of whom; of which: *The girl whose won got the prize is the youngest in her class. Whose book is this?* *pron.*

wing (wing) 1 the part of a bird, insect, or bat used flying, or a corresponding part of a bird or insect that does not fly. 2 anything like a wing in shape or use: *the wings of an airplane.* 3 a part that sticks out from the main part or body: *The house has a wing at each side.* 4 either of the side portions of an army or fleet ready for battle. 5 either of the spaces to the right or left of the stage in a theatre. 6 a part of an organization: *The left wing of the party opposed the new policy.* 7 fly: *The bird wings its way to the south.* 8 make able to fly; give speed to: *Terror winged his steps as the bull drew nearer.* 9 wound in the wing or arm: *The bullet winged the bird but did not kill it.* 1-4 *n.*, 7-9 *v.* —*wing'less*, *adj.*

yours (yürz; *unstressed*, yərz) 1 of you; belonging to you: *The red book is yours.* 2 the one or ones belonging to or having something to do with you: *My hands are clean; yours are dirty. I like ours better than yours.* *pron.*

your-self (yür self'; *unstressed*, yər self') 1 a form used instead of you when referring back to the subject of the sentence: *Did you hurt yourself? Try to do it by yourself.* 2 a form of you used to make a statement stronger: *You yourself know the story is not true.* 3 your real or true self: *Now that your cold is better, you'll feel like yourself again.* *pron.*, *pl.* *your-selves*.

ze-ro (zēr'ō) 1 nought; the figure 0: *There are three zeros in 40 006.* 2 the point marked as 0 on the scale of a thermometer, etc.: *A thermometer reads up and down from zero.* 3 the temperature that corresponds to zero on the scale of a thermometer: *The forecast is zero. Water freezes at zero.* 4 of or at zero: *a zero score.* 5 nothing: *The other team's score was zero.* 6 not any; none at all: *The weather station at the airport announced zero visibility.* 7 the lowest point: *The team's spirit sank to zero after its third defeat.* 1-3, 5, *n.*, *pl.* *ze-ros* or *ze-roes*; 4, 6 *adj.*

Zero came into English from an Italian word which in turn was taken from the Arabic word *sifr*, meaning 'empty.' It is related to *cipher*.

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